DOCUMENT RESUME

ED 461 989 FL 027 135

AUTHOR	Beall, Kathleen R., Ed.
TITLE	ESL Magazine, 2001.
ISSN	ISSN-1098-6553
PUB DATE	2001-00-00
NOTE	193p.; Published bimonthly.
AVAILABLE FROM	ESL Magazine, Bridge Press, LLC, 220 McKendree Avenue, Annapolis, MD 21401 (first year subscription, $16.95; individual issues, $3.95). Tel 410-570-0746; Fax: 410-990-9052.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	ESL Magazine; v4 n1-6 2001
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Accreditation (Institutions); Adults; Career Exploration; Classroom Techniques; Clubs; Computer Uses in Education; Conflict Resolution; Creative Teaching; Distance Education; Elementary Secondary Education; *English (Second Language); Faculty Development; Foreign Countries; Integrated Activities; Internet; Language Skills; Language Teachers; Part Time Faculty; Reading Comprehension; Reading Instruction; Scores; *Second Language Instruction; Second Language Learning; Student Participation; Teacher Salaries; Teaching Methods; Vocabulary Development; Writing Instruction; Writing Skills
IDENTIFIERS	Book Clubs; Cuba; Egypt; Greece; Japan; Learning Communities; Pictures; Professionalism; Test of English as a Foreign Language

ABSTRACT

The six issues in this volume include the following articles: "Preview of TESOL 2001" (Adelaide Heyde Parsons); "Six Internet Pioneers Teach English to the World" (Dennis Oliver, Randall Davis, Elaine Hoter, Charles Kelly, Dave Sperling, and Ruth Vilmi); "Integrated Skills in the ESL/EFL Classroom" (Rebecca Oxford); "English Language Education in Cuba" (Tony Irizar); "Incubation: A Neglected Aspect of the Writing Process" (Stephen Krashen); "Effective Reading Instruction for ESL Students" (David and Yvonne Freeman); "Conflict Resolution: What Teachers and Students Should Know" (Anita Wenden); "English Language Education in Japan" (Hideko Ogose); "Rethinking Classroom Management: Creating an Effective Learning Community" (JoAnn Crandall); "Harry Potter and the English Language Learner" (Kathy Coatney); "How Good is Your Vocabulary Program" (Paul Nation); "New Professional Development Strategies" (Kirsten Schaetzel and Liz England); "Picture Your Students Talking: Using Pictures in the Language Classroom" (Andy Curtis and Kathleen M. Bailey); "Putting the 'Pro' into TESL/TEFL Professionalism" (Tina Edstam); "Accreditation for Postsecondary English Programs in the U.S." (Teresa D. O'Donnell); "Student Clubs for Enhancing Career Aspirations" (Lucy K. Spence); "What Are We Worth? ESL Salary Survey" (Adelaide Parsons); "FT vs. PT: Do Part-Timers Deserve Pro-Rated Salaries?" (Jack Longmate); "Distance Learning for ESL/EFL Professionals" (Thomas Nixon); "Maximizing Classroom Participation" (Karen Englander); "English Language Teaching in Greece" (Misty Adoniou); "TOEFL Scores and Admissions: Using TOEFL Scores Ethically" (Raymond S. Tasker); "Teaching the Complex Task of Writing" (Tim Caudery); "Book Clubs Make Reading Fun for Adults" (Barbara

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Casey and Jennifer Quinn Williams); and "English Language Teaching in Egypt" (Doaa Abdul Monem, Wael El-Sokkary, Carol Haddaway, and Beverly Bickel). Also included are editor's notes, letters to the editor, news briefs, conference calendars, reviews, catalog showcase, and regular columns. (SM)

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ESL Magazine, 2001

v4 n1-6

Kathleen R. Beall, Editor

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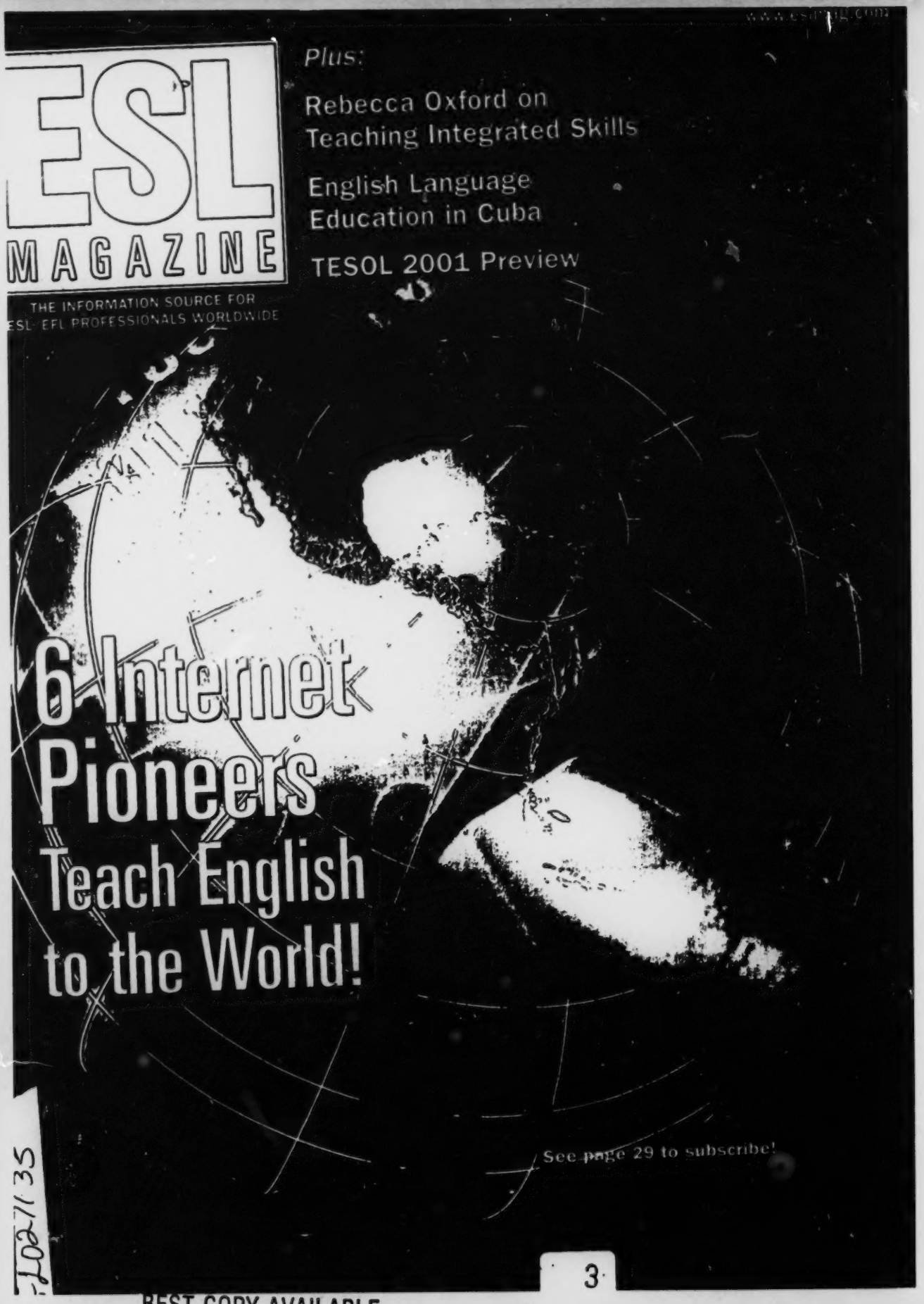
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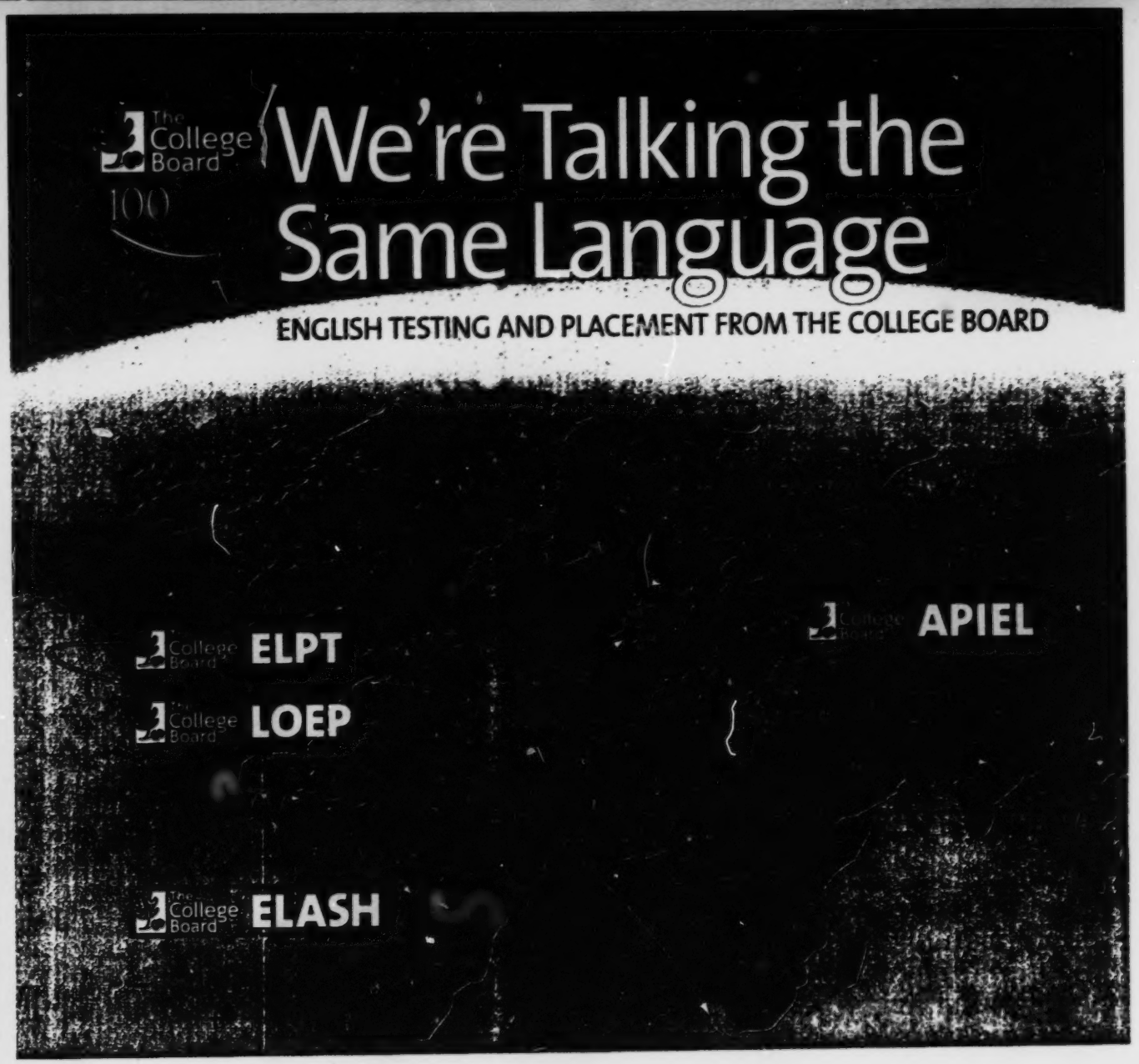

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Jan./Feb. 2001
Vol. 4, No. 1

FEATURES

Preview of TESOL 2001
by Adelaide Heyde Parsons 7

Six Internet Pioneers Teach English to the World
by Dennis Oliver, Randall Davis, Elaine Hoter, Charles Kelly, Dave Sperling and Ruth Vilmi 10

Integrated Skills in the ESL/EFL Classroom
by Rebecca Oxford 18

English Language Education in Cuba
by Tony Irizar 26

DEPARTMENTS

Editor's Note 4
Letters to the Editor 5
News Briefs 6
Conference Calendar 7
Reviews 24
Catalog Showcase 30

COLUMNS

Christine Meloni's Networthy 8
Thomas Nixon's Employment Focus 16
Joy Egbert's Technology 22

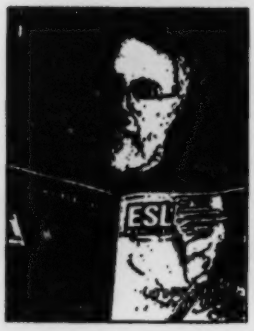
Page 7

Page 10

Page 18

Page 26

Who's Reading *ESL Magazine*?



Jim Carnes
Director
Teaching Tolerance
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Creating Materials with Net Worth

Some of us are new to the Internet, others are veterans, and some are perhaps still skeptical regarding the value of the Internet for English language instruction. Regardless of where you are, our feature on creating learning materials for the Internet will be valuable for you! For those driven to create for the Net, our six Internet pioneers have lots of worthwhile advice to share based on their extensive Internet experience. If you are more of a user than a creator, their advice will motivate you to use the Internet more, help you evaluate Internet sites for your students and get you thinking about creating Net-based materials yourself. For the skeptical, when you have a look at what your colleagues are doing, you may change your mind about the Internet or at least be inspired by their creativity and dedication to create materials in another medium for the students you want to reach.

Reading Class. Writing Class. Listening/Speaking Class. We've all either seen or taught classes with these titles, but what about integrating these language skills? Rebecca Oxford examines this issue of teaching integrated skills rather than segregated skills and proposes what seems best for English language learners.

Tony Irizar calls English "the most important foreign language in Cuba." He shares about the history of English language education there and highlights the factors that will most likely cause English to maintain its position of importance.

All the best in the new year!

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

ESL MAGAZINE
The magazine for English as a Second Language professionals.

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Subscription Information
Introductory rate: 1 year, 6 issues, U.S.: $16.95, Canada/Mexico: $24.95, outside North America: $34.95. All prices in U.S. $ and must be paid in U.S. funds. To subscribe, fill out subscription form on page 29 (photocopy additional forms if necessary) and mail with payment to: *ESL Magazine*, 220 McKendree Avenue, Annapolis, MD 21401. Or fax subscription form with credit card information to 410-990-9052. Please call 410-570-0746 for all other inquiries.

ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@cs.com
www.eslmag.com

ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.
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Send letters to eslmagazine@cs.com or ESL Magazine, 220 McKendree Ave., Annapolis, MD 21401. Include your name and position or address.

Testing the Tests

▷ Sincere thanks for including Stratton Ray's article on testing. Having taught for 20 years, I am challenged to revisit my own testing procedures. We are in the middle of exam week, and I notice that too often we teachers write tests the same old way, without thinking about what we really want to accomplish. Dr. Ray cautions us that how we use our test results will greatly influence what we do in the classroom. He reminds us of the problems inherent in testing and that tests are helpful but uncertain tools. I agree that there are other ways to measure the success of our students, and perhaps we should not test when it is not absolutely necessary. He concludes that thoughtless testing can leave students believing they have no talent for language learning. Thank you, Dr. Ray! Now, if you'll excuse me, I have a test to rewrite.

—KIMBERLY CONGDON
Anne Arundel Community College, MD

Official English

▷ Thank you, Stephen Krashen! Discussions of this topic evoke much emotion on both sides. Though Krashen points out flaws in the U.S. English arguments, he doesn't question their motivation. I think all of us need to question our own motivations. Do we really want the best for all citizens, including new immigrants? Are we willing to invest time and money to help each one become a productive citizen. Can each of us acknowledge that such things as health care and job training are connected to this process, as well? I have been a part of a growing after-school program for children in inner-city Phoenix, Arizona, for five years. Our children are primarily Hispanic, and we have learned much from them and their families. It makes sense to use Spanish to teach the basics, which can easily be translated to English once the concepts are there. I read stories to the young ones in Spanish, and it's a joy to see them light up as they realize how fun reading can be. That has translated into a love of reading that I did not see when we first began. Being with those kids is one of the highlights of my week, and I am excited to be a part of enabling these kids to learn.

—CATHY PHILIPS
Phoenix, AZ

Exceptional Students

▷ Thank you for a wonderful magazine and for making some of your articles available online. I've just read the article "Culturally and Linguistically Diverse Exceptional Students." As a classroom teacher I was often given the run-around when I went to the school counselors and specialists to ask for special services for my ESL students who had speech or learning problems or who seemed gifted. No one knew what to do with these students, so the school staff just never got back to me. This article addresses the needs of students who fall into more than one category, that is, ESL and exceptional, and gives us practical strategies for helping our students. This article is a great resource for me, and I'll use its recommendations in my teacher-training workshops. Thank you so much.

—KATHELEN R. JOHNSON
www.SuccessfulSchools.com
National University, Stockton, CA

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NYC Schools Consider Parental Consent For English Programs

The New York City Board of Education will vote on January 24 on proposed changes to its English proficiency programs. In order to help more English language learners achieve the proficiency necessary to pass the state English exam soon to be required for graduation, four different options may be offered to students: transitional bilingual programs, dual language programs, "free-standing" ESL programs, and a new option, the "Accelerated Academic English Language" program, sometimes called "High Intensity English." If the Board approves the changes, parents of English language learners would be asked to make program choices on the basis of written, signed informed consent. See the Chancellor's ELL Education Report at www.nycenet.edu/

First Census 2000 Results

The nation's resident population on Census Day, April 1, 2000, was 281,421,906, a 13.2 percent increase over the 248,709,873 counted in the 1990 census. Census 2000 results are available for the resident population of the 50 states, District of Columbia and Puerto Rico; congressional apportionment; and U.S. overseas population, consisting of federal employees (military and civilian) overseas and their dependents. More detailed information from Census 2000 will be available beginning with the release of Public Law 94-171 data (redistricting data summary file) in March 2001 and will continue on a flow basis through 2003. www.census.gov/main/www/cen2000.html

$15 Million for Dual Language Programs

In December, the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs announced grants totaling $15 million to 71 elementary schools in 20 states to help develop new dual language programs. Dual language programs are designed to help students become fluent in both English and a second language. English-speaking children are placed in classrooms with non-English speakers and all instruction is in both languages. The most successful programs begin in pre-kindergarten and continue through the sixth grade.

The stated objectives of the grants are that students will develop high levels of proficiency in their first language and in a second language; that academic performance will be at or above grade level in both languages; and that students will develop greater cross-cultural awareness and knowledge. Twenty-nine grants will help develop and implement new dual language programs for particular classes within selected schools. An additional 42 grants are comprehensive school awards designed to ensure that selected schools will be entirely dual language schools by the end of the five-year grant period. Not including this year's grantees, there are 261 dual language programs nationwide. For a list of grantees and grant amounts, visit www.ed.gov/Press Releases/12-2000/122000.html

Congress Passes Record $42 Billion Education Budget

The $42.1 billion appropriations bill passed by Congress in December for fiscal year 2001 is an 18 percent increase over the 2000 budget and is the largest one-year increase in education funding in the history of the Education Department.

The package includes $6.5 billion in new funding to reduce class size, provide emergency repairs for run-down schools, increase after-school opportunities, improve teacher quality, help turn around low-performing schools, strengthen support for children with disabilities, and expand access to and funding for college.

FY2001 Appropriations Bill Highlights:

♦ **Class Size Reduction** with the third installment toward training and hiring 100,000 new teachers over seven years to reduce class sizes in early grades to 18 students per class: $1.6 billion, which will mean approximately 8,000 new teachers.

♦ **Teacher Skill and Quality Upgrade** with Eisenhower Professional Development State Grants with nearly 15,000 school districts receiving $485 million to reduce the number of uncertified teachers and teachers not trained in subjects they teach.

♦ **Reading and Math Improvement** by increasing Title I Grants to local education agencies that help disadvantaged students learn the basics and achieve high standards: $8.6 billion. The bill also includes the full Administration request—$286 million—for the Reading Excellence Act.

♦ **Urgent School Renovation Grants** provide support for emergency repairs and includes funding for special education services or technology-related construction activities and support for a new charter school facility financing pilot: this new program was funded for $1.2 billion.

♦ **21st Century After-School Programs** offer 650,000 additional school-age children in 3,100 new family centers a safe, drug-free learning environment after school and during the summer: $845 million. These centers, approximately 6,700 in 2001, would also offer lifelong learning opportunities for adults.

♦ **Strengthened Accountability** by accelerating state and local efforts to improve the lowest performing Title I schools with reforms ranging from intensive teacher training to required implementation of proven reforms to school takeovers: $225 million.

♦ **Comprehensive School Reform** helps schools develop or adapt comprehensive school reform models based on reliable research and effective practices: $260 million.

♦ **Special Education Grants to States** to assist them in providing free appropriate public education to more than 6.3 million children with disabilities nationally: $6.3 billion.

♦ **Pell Grants** provide grant assistance to low-income undergraduate students: $8.8 billion, coupled with a $450 increase in the maximum Pell Grant to $3,750.

♦ **Supplemental Educational Opportunity Grants** provide grant assistance to low-income undergraduate students: $691 million.

♦ **Federal Work-Study** helps undergraduate and graduate students pay for college through part-time work assistance: $1 billion.

♦ **GEAR UP and TRIO** prepare low-income middle and high school students for college through a variety of approaches: $295 million for GEAR UP and $730 million for TRIO.

State-by-state and national budget tables can be found on the Education Department's web site at www.ed.gov/offices/OUS/budget.html.

TESOL 2001 Preview: Your Gateway to the Future

The 35th annual Convention and Exposition of Teachers of English to Speakers of Other Languages (TESOL) will sound its opening bell on Tuesday, February 27, 2001, in St. Louis, Missouri, a center for bilingual education a century ago and home today for people from more than 75 countries. The Gateway City has the largest Bosnian community in the U.S. Its Asian and Hispanic populations provide dynamic leadership to the region. From its earliest roots, St. Louis has reflected ethnic diversity in its music, art, literature, architecture, and culinary tastes. The Gateway Arch, which symbolizes the westward expansion of the 1800s, is also a symbol of the future for the city and the TESOL Convention. History and vision will go hand-in-hand as TESOL professionals map out new directions in research, practice, and association priorities.

TESOL 2001
GATEWAY TO THE FUTURE

Speakers Address the Future

At the opening plenary, Duncan MacLeod will offer valuable lessons in using humor to reduce stress in and out of the classroom. Barbara Schwarte, TESOL's current president, will look at gender in language learning and teaching. Kensaku Yoshida will examine critical questions facing language educators in Japan grappling with international issues. Art Love will address the future of bilingual education and ESOL in the U.S. Theodore Rodgers will speculate on what language teaching may look like in coming decades. Denise McKeon will examine the role of professional associations like TESOL in the highly charged atmosphere of educational accountability and reform. On the final day, Neil Anderson, incoming TESOL president, will lead a panel discussion on EFL and elementary education, bilingual education and ESOL instruction, teacher preparation, and research.

Exciting New Features

Convention planners promise some new dimensions in 2001. The Employment Clearinghouse is open to all conference attendees at no additional charge. The Exhibition Hall opens following the Opening Plenary on Tuesday evening with jazz and light refreshments. New graduate colloquia for master's and doctoral students enable those in training to share their knowledge and expertise.

Finding Your Niche

Participants will have opportunities to mix with colleagues, exchanging ideas with TESOL leaders during afternoon Energy Breaks or Brown Bag lunches, participating in discussion groups, visiting the Networking Room, exploring issues in-depth through Strands, and chatting in the caucus and interest section booths. Planners invite attendees to visit St. Louis educational institutions and to celebrate the Gateway to the Future at the TESOL By Night Event featuring a spectacular view of St. Louis from the Arch. There are also literary, jazz, mystery, historical, and ethnic tours of the area, the wine country, the oldest French settlement in Missouri, and the Annheuser Busch Brewery. First-timers, new members, and experienced teachers will all find valuable sessions at TESOL 2001!

—Adelaide Heyde Parsons, TESOL 2001 Convention Chair

Conference Calendar

January

- 3-7 **Central Institute of English and Foreign Languages (CIEFL)**, Hyderabad, India. Contact congress@ciefl.ernet.in.
- 4-7 **Linguistic Society of America**, Washington, DC. Contact Margaret Reynolds, 202-835-1714.
- 31-3 **California Association for Bilingual Education (CABE)**, Los Angeles, CA. Contact 213-532-3850.

February

- 3 **Illinois TESOL/BE Workshop**, Skokie, IL. Contact Sunny Lee, 847-692-8287.
- 7-9 **Alaska Association for Bilingual Education and the Alaska Department of Education and Early Development**, Anchorage, AK. Contact Logistics, 907-276-6060.
- 20-24 **National Association for Bilingual Education (NABE)**, Phoenix, AZ. Contact NABE, 202-898-1829.
- 21-24 **Language Testing Research Colloquium**, St. Louis, MO. Contact Craig Deville, 319-335-6424.
- 22-24 **BC TEAL**, Vancouver, BC, Canada. Contact Sarah King, 604-736-6330.
- 23-24 **California TESOL (CATESOL)**, Fresno, CA. Contact Cheryl Chan 559-292-7049.
- 24-26 **Nepal English Language Teachers' Association (NELTA)**, Kathmandu, Nepal. Contact Ganga Ram Gautam, qep@wlink.com.np.
- 24-27 **American Association of Applied Linguistics**, St. Louis, MO. Contact 612-953-0805.
- 27-3 **Teachers of English to Speakers of Other Languages, Inc. (TESOL)**, St. Louis, MO. Contact 703-836-0774.

March

- 8-10 **Georgetown University Round Table on Languages and Linguistics (GURT)**, Washington, DC. Contact gurt@georgetown.edu.
- 14-16 **TESOL Arabia**, Dubai, UAE. Contact Sandra Oddy, sandra.oddy@hct.ac.ae.
- 23-24 **Georgia TESOL**, Atlanta, GA. Contact Susan Firestone, eslsaf@langate.gsu.edu.
- 30-1 **TESOL Spain**, Seville, Spain. Contact Tammi Santana, tammisantana@jazzfree.com.

April

- 6 **Arkansas TESOL**, Springdale, AR. Contact Patricia Garcia, 501-631-3529.
- 6 **Louisiana TESOL**, New Orleans, LA. Contact Carolyn Sanchez, 504-280-6140.
- 6-7 **Illinois TESOL/BE**, Chicago, IL. Contact 847-692-8287.
- 17-21 **International Association of Teachers of English as a Foreign Language (IATEFL)**, Brighton, UK. Contact 114563.1723@compuserve.com.
- 20-22 **California TESOL**, Ontario, CA. Contact Dan Doorn, 626-815-5371.
- 26 **Saudi Association of Teachers of English (SATE)**, Jeddah, Saudi Arabia. Contact Sayed Abdel Hamid, sate2001@hotmail.com.

May

- 5-6 **University of Cyprus and Cyprus Teachers of English Association**, Nicosia, Cyprus. Contact ppaviou@ucy.ac.cy.
- 17-19 **University of Minnesota, Center for Advanced Research on Language Acquisition (CARLA)**, Minneapolis, MN. Contact 612-626-8600.

June

- 15-17 **TESOL Academy 2001**, Boulder, CO. Contact Srisucha McCabe, 703-836-0774.
- 29-1 **TESOL Academy 2001**, Boston, MA. Contact Srisucha McCabe, 703-836-0774.

July

- 12-15 **BRAZ-TESOL and Southern Cone TESOL**, Curitiba, PR. Contact braztesol@nox.net.
- 13-15 **TESOL Academy 2001**, Chicago, IL. Contact Srisucha McCabe, 703-836-0774.
- 27-29 **TESOL Academy 2001**, San Diego, CA. Contact Srisucha McCabe, 703-836-0774.

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Electronic Journals for Teachers

I always warn my students, "Do not limit your research to the Web. If you neglect print journals, you will miss a lot." But do I practice what I preach? Well...

Eventually all professional journals will be online. I find myself impatient for that day to arrive. In the meantime, my strategy is to check online journals first when I am looking for articles; then I resort to the print journals. It still seems like magic to me to discover a perfect article online, hit the print button, and have the entire article in my hands within seconds or minutes—without leaving my home or office.

Some of my favorite electronic journals for English teachers are The English Teaching Forum Online, TESL-EJ, and The Internet TESL Journal. Let me give you an idea of the interesting and useful articles that you will find in these publications.

The English Teaching Forum Online (http:/e.usia.gov/forum/)
The popular print version of the Forum, a quarterly journal for ESL/EFL teachers, came into existence in 1962 and the online version in 1994. While the two versions are not identical (the print version is by subscription only and contains more features), the online publication contains the primary articles.

In a recent visit to the site, I found the following articles of interest: "Using E-mail in the EFL Class" by Orly Sela in which the advantages and disadvantages of email and regular pen-pal programs are compared and "Homepages: Built-In Motivation" by Cheryl McKenzie in which the author describes her web-building class designed to improve students' writing and editing skills.

TESL-EJ (http://www.kyoto-su.ac.jp/information/tesl-ej/)
TESL-EJ is an electronic journal edited by Maggie Sokolik. The December 2000 issue contains the following lead articles: "EFL Academic Reading and Modern Technology: How Can We Turn Our Students into Independent Critical Readers?" by Adina Levine, Orna Ferenz, and Thea Reves and "Something Old, Something New, Something Borrowed, Something... Piloting a Computer Mediated Version of the Michigan Listening Comprehension Test" by Greta Gorsuch and Tom Cox.

The Internet TESL Journal for Teachers of English as a Second Language (http://www.aitech.ac.jp/~iteslj/)
The Internet TESL Journal is a monthly web journal. The latest issue contains the following articles: "English Teachers' Barriers to the Use of Computer-Assisted Language Learning" by Kuang-wu Lee, "Developing Intercultural Awareness and Writing Skills Through Email Exchange" by Caroline Mei Lin Ho, "Lexical Attrition of Some Arabic Speakers of English as a Foreign Language: A Study of Word Loss" by Hassan Al-Hazemi, and "Becoming A Cultural Insider: How Holidays Can Help ESL Students' Acculturation and Language Learning" by Natasha Lvovich. Charles Kelly, an editor of The Internet TESL Journal, contributed to the lead article in this issue of *ESL Magazine*.

Both TESL-EJ and The Internet TESL Journal have features for teachers in addition to the articles.

Christine Meloni teaches in the EFL Department at George Washington University in Washington, DC. She welcomes readers' comments and suggestions (cfmeloni@hotmail.com).

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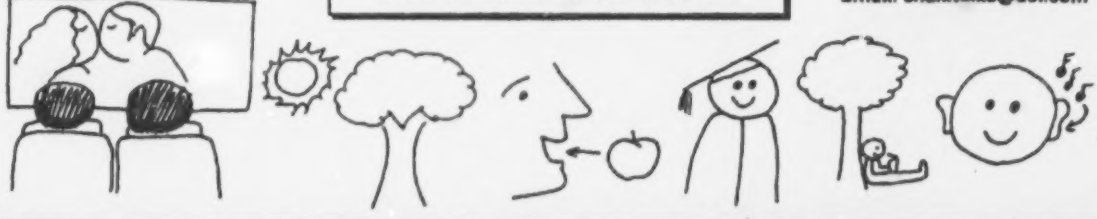

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6 Internet Pioneers Teach English to the World

BY DENNIS OLIVER, RANDALL DAVIS, ELAINE HOTER, CHARLES KELLY, DAVE SPERLING AND RUTH VILMI

Given the extraordinary growth of the Internet in recent years (usage is still doubling every 100 days) and the enthusiasm for its use as an instructional medium, Dennis Oliver, an ESL Internet "pioneer" and ESL teacher at Arizona State University, asked five other pioneers to talk about their Internet work, share insights on Net-based learning, and advise teachers on creating online materials.

These pioneers have different backgrounds and areas of expertise but are alike in several important ways: all have several years' involvement with Net-based projects, all have received recognition for quality and innovation, and all are ESOL practitioners—not technologists or site administrators. Dennis Oliver has been creating learning materials online since 1995. Randall Davis is widely recognized for his innovative web-based listening materials. Elaine Hoter has been active in educating teachers on Internet use. Charles Kelly is well known for his involvement with *The Internet TESL Journal* and his extensive collection of web links and online quizzes. Dave Sperling is creator and developer of the popular web site Dave's ESL Cafe. Ruth Vilmi is perhaps most recognized for her ground-breaking "International Writing Exchange."

Important Thoughts on Getting Started

by Dennis Oliver

I've been professionally involved in ESOL as a teacher, textbook editor, writer and administrator for nearly 30 years. Materials development has always interested me. In reflecting on what I've done, am doing, and plan to do, I think the following points are important for getting started in online materials development.

Don't delay—timing is everything.
My first real involvement with the Internet was in 1994, when the World-Wide Web (WWW) was just emerging. I saw the opportunity for a new kind of materials development and decided to put materials online. My initial efforts were in the first edition of EX*CHANGE, an ESOL-oriented web site created at the University of Illinois in Urbana-Champaign. I also contributed a few items to Charles Kelly and later to Dave's ESL Cafe. I didn't wait for official sponsorship from a university or publisher or anyone else; I was actually discouraged by many, particularly in the mid 90s because the Net was new and some considered it a fad. However, because I felt otherwise and also knew the importance of timing, I didn't let this stop me.

Develop a focus.
In creating online materials, although "just doing it" is important, it's equally important to have a certain amount of focus in deciding what to create—particularly in developing a feel for the audience and knowing what's already online.

It took me a while to understand what students accessing the Net from outside the United States want and need. At first, I felt the needs and interests of my own students were a good touchstone but found that this wasn't necessarily true. My own students, for example, like online photos better than anything, and for several years, I put a lot of time and effort into creating online galleries of my classes. This obviously won't work for students at large.

It's also important to know what's already online. Initially, this wasn't difficult because most of the early web-based materials were simply pages of links, not learning resources. One of my first efforts was an idioms collection for EX*CHANGE, which was successful because it was largely unique at the time. I did another idioms collection (http://eslcafe.com/idioms/) and a collection of phrasal verbs (http://eslcafe.com/ pv) for Dave's Cafe. When they were created, there were also pretty much one of a kind. That's not true now, but they're still heavily accessed.

Find the right place to publish your material.
Part of the power of the Internet is extending your teaching far beyond your own classroom. However, creating Net- or web-based materials is just the first step. Determining where these materials will be available is as important as creating them, if not more so. If your goal is to have materials available 24 hours a day to your own Net-connected students, then a private site in your own web space, through an intranet, or from a school-based server is most appropriate. If you're interested in a wider audience, publishing on a well-known public site is a better option than creating your own unless you have the

time and resources to invest in a domain name, obtain a web host, build a site, and work very hard to promote it. I'm fortunate in that I recognized something special in Dave Sperling when he began his online ventures. I began creating material for Dave's ESL Cafe shortly after it went online and have done so ever since.

Be a "self-starter."
Because the Internet is still new and developing, it offers more opportunities for publishing than the traditional media. It's unlikely, however, that anyone will seek out an unknown materials developer or that anyone will help you take an idea and turn it into online content. Instead, you need to take the initiative and be willing to commit massive amounts of time in materials development and revision. The "Hint of the Day" (www.eslcafe.com/web-hints/hints.cgi) is a good example. Dave Sperling had the idea in early 1998 to create short, daily learning modules. With no clear plan in mind, he and I simply started producing them. The "Hints" have become a very frequently-accessed subsite on Dave's Cafe, but only because we've cranked them out day after day, about 700 thus far.

Realize that making money isn't yet the name of the game.
Despite the considerable hoopla about e-commerce and the incredible growth of the Net and Web, creating online materials—particularly educational ones—is not for most a way to get rich quick. Even if your site regularly gets thousands of "hits," it's far more likely that you'll spend much more than you earn. The reward, at present, for creating online ELT materials is not financial: it's knowing that you're "teaching English to the world."

Dennis Oliver teaches ESL at the American English and Culture Program at Arizona State University, Tempe, AZ.

Feeling that many ESL/EFL web sites lacked fun and interactivity, I set out to create a web-based community where both students and teachers could meet, communicate, learn, and share ideas with one another. User-friendly material was written to help students learn idioms, slang, phrasal verbs, vocabulary, grammar, pronunciation, writing and cultural information, and a 24-hour-a-day "Help Center" was built to give students access to a quality team of ESL/EFL professionals from around the globe. Dave's ESL Cafe was beginning to transform how students were learning English, even in places you would not expect such as Bangladesh, Cambodia, Cuba, Ethiopia, Iran, Lebanon, Papua New Guinea, Rwanda and Yemen.

Dave's ESL Cafe also began to change the way teachers were teaching in the classroom, how they were exchanging information, and even how they were finding jobs. The "Idea Cookbook" allowed teachers to brainstorm on ways to teach games, grammar, pronunciation, vocabulary and writing. Topic-specific discussion forums gave teachers the opportunity to exchange their thoughts on subjects like assessment, bilingual education, material writing and teaching deaf students. The "Job Center" gave employment seekers a daily supply of job vacancies, a place to post their résumés, and a powerful resource to network with others in over 150 different countries.

We are in the beginning of an exciting digital revolution, and as we move into a new century and a new millennium, opportunities will be created by students and teachers with the skills, motivation, and determination to make this technology work. What are you waiting for? See you online at Dave's ESL Cafe!

Dave Sperling has his MA in applied linguistics and has taught ESL/EFL in the United States, Thailand, Vietnam and Japan.

The Possibilities are Endless
by Dave Sperling

I was truly amazed the first time I bought a computer, logged onto the Internet, and sent my very first email message back in 1992. Within a few hours I was communicating with other human beings throughout the world, logging onto university libraries, conducting research for my graduate studies, and chatting "live" with friends in England, Canada, Japan and Thailand. A computer can do all this? Wow! It was this excitement and curiosity that motivated me to begin building web pages, resulting in the creation of my web site, Dave's ESL Cafe.

I Listened to My Students; Now They Listen
by Randall Davis

The idea of creating my site, Randall's ESL Cyber Listening Lab (www.esl-lab.com), started back in 1998 while I was teaching in Japan. My students were constantly seeking opportunities to practice listening and speaking beyond our classroom but found limited chances to do so. They wondered about the possibility of creating a listening site on the Internet.

The concept seemed quite foreign to me since I had very little idea of how to create a web page, let alone an interactive multimedia site. After doing some searching online, I discovered that such a site did not exist. But how was I going to create something like that? My goal, however, was to create a place where students could come and listen to or watch conversations and take quizzes based on the listening content. Easy...right? Well, I started dabbling with html (the coding system used in building web pages) in late 1998 and had to determine how to create audio and video to accompany it. This was the hardest part because the only audio I saw for language learning was in large audio files in .wav format that took forever to download, that is, if your computer didn't crash because it couldn't handle them.

I started small with fifteen short listening quizzes. Rather than being the longer conversations I dreamed of, the quizzes were composed of five to ten short statements and were graded using javascripting. Because I thought it was a unique idea, I submitted an abstract to present at the TESOL Web Fair in Seattle, Washington, in March 1998, and my proposal was accepted. It was a wonderful starting ground for me, and I met others who were experimenting with streaming media, that is, media files that play as they download, giving you an almost immediate playback experience.

Since that time, I have expanded to include more than 120 different audio and video conversations with many more quizzes tied to each listening passage. I have written all of the transcripts myself and have produced all of the recording and editing of multimedia content, too. The listening materials are made up of not only conversations focusing on functional language skills (e.g., taking a taxi, making hotel reservations and shopping) but also include realistic news broadcasts, interviews and lectures.

Since the beginning, I have experimented with new technologies, adopting some and abandoning others along the way. Some of my ideas have worked; others have been discarded. Fortunately, the whole process of creating audio and video for the Internet is easier than it sounds, and I have created multimedia tutorials on my site that introduce teachers to the development and delivery of this kind of content on the Web (www.esl-lab.com/tutorials/lesson1.htm). Teachers will find these tutorials useful in selecting software and hardware for sound and video editing plus tips on how to record, encode and upload files to the Internet.

I have learned that the Internet community is alive with fresh ideas, and I have benefited from the collaborative dialogue with many cyber-based colleagues around the world. It's exciting that practitioners are the ones leading the way in creating the most innovative materials out there.

Randall Davis teaches at the English Language Institute, University of Utah.

Can We Talk? Student Collaboration on the Net

by Ruth Vilmi

I started using the Internet with students at Helsinki University of Technology (HUT) in 1993 so they could get feedback from global peers rather than just one teacher. I found global partners from mailing lists such as Intercultural E-Mail Classroom Connections (www.iecc.org), TESLCA-L and Neteach-L. My 80 students worked in small groups with their global peers in Japan, Canada and the United States to produce reports. (See www.ruthvilmi.net/hut/Publication/global.html on handling such a large volume of email). This email writing project became the International Writing Exchange (IWE). Universities from every continent have been involved. At present there are students from Finland, France, Spain, Japan, Korea and Taiwan.

I am in charge of the overall project, but each teacher is responsible for her own class, seeing that students understand instructions, meet deadlines and commit themselves for at least one round. Committed teachers are essential because email writing projects are quite demanding with students and teachers from many cultures and time zones working together and with new technologies always emerging.

The IWE can be part of a classroom course or a complete distance learning course. The course requires at least four hours a week. In the fall of 2000, I had a 13-week classroom course for upper-intermediate to advanced learners. We had one six-week module in the classroom for four hours a week to practice oral skills such as debating and then one round of the IWE for six weeks, writing about similar topics. Students wrote first drafts of their introductions and articles on their own and then exchanged feedback with a partner, either face-to-face or by email, as they wished. We also met for two hours a week in class and addressed common writing problems. In the final weeks of the course, students displayed their IWE work (including group portfolios), evaluated the course orally, and took a written test. (For portfolios, scroll down the class handout at www.ruthvilmi.net/hut/Autumn2000/kie-98.103.html)

A demonstration round of the IWE from 1998 with samples of students' writing and teachers' web-based editing can be seen at www.ruthvilmi.net/hut/ Project/. Each five to six week module consists of a personal introduction by each student, an article, comments on other international students' articles, real-time conferences in the Virtual Language Centre (designed by a student in 1995, www.ruthvilmi.net/hut/Project/VLC/), self-study exercises and evaluations. Students are encouraged to choose examples of good writing and sometimes to compile e-journals with them. Often students make portfolios based on their work. Evaluations have shown that the IWE heightened students' cultural awareness and made them reflect on their writing. Students also realized the importance of explaining ideas clearly and saw how easy it is to have misunderstandings with students from other cultures.

Currently, there is a demand for courses for upper secondary school students and university undergraduates, so I started a new course similar to the IWE in the spring of 2000. HUT Technology students worked as Customer Service or Help Desk staff and the upper secondary school students were customers. Their questions and answers on various computer problems and the evaluations have been archived (www.hut.fi/~lang/cs/2000/). The latest international writing course, Discuss ICT, developed from this Customer Service course: students from Finland and Namibia discussed computer-related questions. The Finnish teacher said that his upper secondary students were introduced to culture shock through their interactions with the Namibian students (www.ruthvilmi.net/forums/ict.html). We are seeking international partners for a second Discuss ICT course in April/May 2001. A more general course for secondary school students, Discuss TeenTopics, will start this year, too. Those interested should register at www.ruthvilmi.net or email me. Customized courses are also available.

New in the fall of 2000 were the discussion forums for individual students—Discuss Culture, Creative Writing and Collaborative stories. There are also Help Forums (www.ruthvilmi.net/forums/help.html) to be used in conjunction with my Language Help pages (www.ruthvilmi.net/hut/LangHelp/). Teachers are welcome to contribute to these forums and to contact me if they are would like to participate in Help Chats.

Discussion forums are now widely available, but other software is needed for online language teaching. I have tried several ways of encouraging interaction between students of different cultures and marking students' work on line. Having learned from the work of others, I am debugging and testing version 1.0 of my own software, EditIt (www.writeit.to/software.php?main=editit/overview), for facilitating teacher feedback through email and web documents on and off line. I'm also developing teacher-friendly tools for creating interactive books with exercises on line with Xercise Engine (www.writeit.to/ software/xe/demo/).

Ruth Vilmi is lecturer in English at Helsinki University of Technology, Espoo, Finland, and managing director of Ruth Vilmi Online Education, Ltd. Email: Ruth.Vilmi@writeit.to

Less Can Be More—Simple Can Be Elegant: Designing Web Sites

by Charles Kelly

In creating online materials, it's important to focus on the issue of web site design. You may have great ideas, but if people can't access them easily, your efforts will be wasted. Site developers should focus on one thing and become a "master" rather than trying to be a "Jack of all trades." This seems to be what separates the more successful sites from the less successful ones.

The following guidelines are abridged from "Guidelines for Designing a Good Web Site for ESL Students" (www.aitech.ac.jp/~iteslj/ArticlesKelly-Guidelines.html).

From a visitor's point of view a good web site is one that is usable, has something he or she wants, doesn't waste his or her time and isn't irritating.

1. Make your site usable by as many people as possible.

Make pages that work on any browser. Try your page on both Netscape and Explorer (current and earlier versions) and on both Windows and Macintosh platforms. Because there are other browsers and other computer platforms, it is unlikely that you will ever know exactly how your page will work for everyone. If possible, don't require Java, JavaScript, Flash and other things that aren't available on all browsers. Don't require a wide "window." Some screens are small and some visitors with wide screens will not be using full-screen windows. Don't make your web pages depend on images. Be careful with using images for "text" items such as sub-titles, menu items, etc.

Make your site as backward compatible as possible to allow those using less powerful computers to benefit from materials we put online. Although some tasks can be accomplished more effectively using features only available on the latest browsers, it is better to compromise and make a page that works for a wider audience.

2. Make your site as fast as possible.

Make fast-loading pages since many of those using ESL/EFL materials have slow and/or expensive Internet connections. Keep the size of the html file to a minimum. Avoid CGI, SSI and other things that slow down pages whenever possible.

Make fast-displaying pages—remember, visitors have to wait not only for the page to download, but also to display.

Make your site fast to use. Don't make your pages too large or too small. If pages are too large, visitors must wait a long time for the pages to load in. If the pages are too small, visitors spend a lot of

time clicking links and reconnecting to your server to get the next page.

3. Make your site easy to use.
Your site should be easy to navigate; however, don't put in so much that it makes your page really slow by increasing the file size. Keep your pages clutter-free: avoid putting distractions and unrelated things on the page. Make a fast-loading, easy-to-understand, useful main page. Your pages should be easy to read. Don't require more scrolling than necessary and avoid "cramped-looking" pages. Make your site user-friendly for both the frequent and the first-time visitor, and don't require logging in or registering.

4. Make your site useful.
Provide content and printable pages. Keep your site stable: avoid "Not Found" errors from pages that link to pages on your site. Focus on one thing and do it well. It's better to have a good focused site than an average or below average "comprehensive" site. Finally, make a needed contribution. Find something that hasn't been done and create a site that focuses on that one thing.

5. Maintain integrity. Be professional.
Be honest. Deliver what you claim to deliver. If yours is a commercial site, don't pretend otherwise. Be accurate. Check your facts. Check your spelling. Proofread your pages. Don't violate copyrights. Clearly display the date of the last update and an email address.

6. Make your site friendly and fun to use.
Make your pages as visually pleasing as you can without slowing them down too much. Always weigh "good-looking" vs. "fast-loading." Don't annoy your visitors with long download times, crowded pages, irritating color combinations, blinking text, animated images, excessive use of images and too much advertising.

7. Use "cutting edge technology" wisely and effectively.
It's better not to use the latest features for purely cosmetic purposes. Take advantage of new technology only if it allows you to create effective materials. If you have pages that won't work for everyone, tell visitors what is needed.

8. Consider those who use less powerful computers, use older browsers and have slow Internet access.
There are many people studying English in countries with slow and/or expensive Internet connections, so it is very important to be careful when designing web sites so these learners have access, too.

Charles Kelly works at Aichi Institute of Technology in Toyota, Japan.

Helping Teachers Make It Happen
by Elaine Hoter

From the perspective of the teacher educator, we are concerned with how we can get teachers to use the Internet effectively in their classrooms. Having been involved in the field of teacher education and being one of the pioneers in the introduction of the Internet into the teaching colleges in Israel, I can say that we've come a long way, but we still have a long way to go.

We have learned what will *not* get teachers to use the Internet effectively in their classrooms: courses in computer technology. This is because teachers might learn to a greater or lesser extent how to use the technology, but they won't necessarily be able to apply this knowledge in the classroom. They are often able to talk about what they would do, but they are not able to follow this through in a real teaching situation. They have not experienced a different type of learning environment firsthand. Of course, a basic knowledge of computers, keyboarding, etc. is required (Leh 1998, Mason 1998) but it is certainly not sufficient.

Beyond introductory computer training is "technology infusion" (Gillingham & Topper 1999), in which aspects of technology are put into different subject matter courses in teacher training programs. The advantages are that future teachers receive long-term exposure to technology and experience technology modeling within the subject matter. However, this modeling does not ensure transfer to the teachers' own classrooms. Just because a pre-service or in-service teacher uses technology within a specific subject-matter course, this does not mean that they can or will integrate technology into their own classes.

A different approach suggested in the literature is Case-Based Teacher Education, in which prospective teachers study and reflect on existing lesson plans of teachers who have successfully integrated the Internet into their classroom practices (Gillingham & Topper 1999). In the future, this approach will become more prominent; meanwhile, we don't as yet have these lesson plans at our disposal.

I developed an alternative model to create an environment in which teachers would not only experience a different learning environment but would function as mentors and buddies for learners of English. Pre-service teachers were required to use the tools of the Internet to teach their online pupils (Hoter 2000). This type of teaching is innovative because of the types of interactions teachers have with the course material and with the pupils, whom the teachers never meet face-to-face.

The pre-service teachers pass through a number of stages in integrating the Internet successfully into their classroom. The length of time required by each learner in each stage varies from person to person (Hoter: doctorate in process). The course takes the teachers through these stages. By integrating the Internet into the lesson, I am not referring to just using the Internet as a massive encyclopedia and source of knowledge, but also as a communication tool. Via this tool, teachers are able to expand the walls of the classroom in order to widen the learning circle and make learning English an authentic meeting of different people and cultures who use the English language as the medium of communication.

Elaine Hoter is senior lecturer and head of Information Technology at Talpiot Teachers College, Tel Aviv, co-convener of the Online Conference for teacher educators (2001), and head of the English dept. at Eastern Valley Teachers' Center. http://www.macam98.ac.il/~elaine/eti

Going Forward *by Dennis Oliver*
I've shared my own experiences with online materials development. Dave Sperling has told of his vision and efforts in building web-based learning communities, and Randall Davis has related how collaboration with students and colleagues has led to the continued development of his online resources. Ruth Vilmi has explained how she's used the Internet to go beyond input from one teacher to feedback from global peers, and Charles Kelly has given sage advice on web site design. Elaine Hoter has noted that by using the Internet as an integral part of the teaching-learning dynamic, teachers and students can widen the learning circle far beyond classroom walls. These different contributions have arisen from a common vision.

I think all the "pioneers" would encourage teachers to take advantage of the global communication that the Net and Web make possible. I think they would also encourage others to find their own unique ways of using the Internet, including the development of online materials, keeping a few points in mind:

1. Have something to share—such as materials on a grammar point, cultural information, a "how to," test-preparation exercises, multimedia materials, etc.

2. Identify your audience—Are your materials for general use or for a specific group? Adjust the content to make your materials effective for the users you've targeted.

3. Use links lists or search engines to identify similar sites and then adjust your own content so it's unique. Charles and Dave have both created comprehensive ESL/EFL links lists (www.az-tesol.org/webliography/tchr-resource.htm.). You can also use general search

engines such as www.google.com/, www.alltheweb.com, www.dogpile.com/, www.yahoo.com, www.altavista.com, and www.lycos.com.

4. Select part of your content and build a simple home page. You don't really need to know html. Recent versions of Microsoft Word have a "save as html" feature, and Netscape Communicator offers automatic page-building through its "Composer" option. You can also use an html editor (which is like a word processing program, but for html); lists and reviews for many html editors are available at www.html.about.com/compute/html/cs/htmleditors/. Also, many free web space providers have tools to help you generate web pages; some popular free providers are http://geocities.yahoo.com/home/, www.tripod.lycos.com/, and wwwx.nbci. com/mywebsite/. Tools for putting entire courses online—such as WebCT (www.webct.com/) and Blackboard (www.blackboard.com/)—also exist.

5. Take an objective look at what you've created—Is it visually appealing to a wide range of viewers? How different does it look in various browsers and on different platforms? Does it have interactive elements (e.g., links for other information or some way to provide feedback)? Does it have distracting elements?

6. Consider the end-user—Are the directions and explanations clear? Does it make use of special effects or technological enhancements? If so, what will the end-user have to do to take advantage of them? (e.g., will visitors have to download a plug-in to use the special effects?)

7. Put the material online (in the free web space at your school, at one of the free web page providers, etc.). Note: You may need to acquire ftp (file transfer protocol) software to do this since a web site, unlike a word-processing document, is normally a collection of linked computer files.

8. Don't merely create an "under construction" notice, thinking you'll develop your site later.

9. Test the site with students and colleagues—Can they use it without additional guidance from you? Do they find it useful and interesting? Can they access it quickly and easily?

10. Make revisions as necessary.

11. When you're satisfied with the site online, let others know (e.g., through Neteach-L or TESLCA-L) and ask for feedback.

12. Consider feedback carefully—Are there technical problems? Are there widely-available technological enhancements that would make the material more useful? Are there errors or distracting elements? Are the links still active?

13. If possible, use an online statistics program to determine who accesses your site and what parts are most popular. Adjust the content as necessary.

14. Include a way for visitors to contact you and give comments and suggestions.

15. Check, revise, and update your content frequently.

We hope our comments have been helpful and that you have been inspired. Now, put on your thinking cap, roll up your sleeves, and find your own way to have fun teaching English to the world!

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Thomas Nixon's
Employment Focus

Make the Most of the Employment Clearinghouse

If your goal is to get interviews at the TESOL Convention in February, you need to start preparing now. Actually, if you really want to be successful, you should have started months ago. However, all is not lost. I offer the following advice.

The interview "look" should be your goal. Interviewers look for a professional appearance. Tom Riedmiller, Co-Chair of TESOL 2001's Employment Clearinghouse recently said, "Too many folks come to the Clearinghouse in jeans and Birkenstocks—not a great way to get a job interview." In addition, he advises interviewees to "invest in a suit, dress shoes, and a briefcase."

Riedmiller hits it right on the head for me. I would hire the teacher in the Sears suit with the Walmart briefcase over the one with the jeans/Birkenstock combo any day of the week. Why? Ms. Sears has learned how to dress for the occasion, whereas Mr. Jeans has yet to figure out what is appropriate for this type of situation. This does not bode well for the future. This is particularly important for those hiring for overseas positions.

Get your résumé in tip-top condition. Someone, besides you, needs to edit it. I know a number of employers who will trash résumés with grammatical and spelling mistakes. Why? Because this should be an example of your best work. If this is your best work and it is replete with mistakes, what does your average, daily work look like?

Also, in this vein, no funky stationary. A white or off-white stationary is best. You want to choose one of these because they fax and copy well. In addition, traditional is always best. Although the trend in résumés now is to list "skills sets," a straight-forward, chronological presentation is more appreciated by many educational employers.

The one additional piece of advice that Riedmiller offers, and I highly concur, is that if you truly want to be successful, you must be an active participant in the professional ESL/EFL world. Are you a part of your local or state TESOL organization? When was the last time you wrote a book review? Have you signed up to be a volunteer at past TESOL conferences? It's amazing whom you can meet by doing these things. It's all about networking. In closing, Riedmiller proffers, "This is where your next job will come from. Not from the Net, not from the paper, but from meeting and getting to know the leaders in your field." Sound advice.

Thomas Nixon is editor of the TEFL Connection and can be contacted at editor@teflconnection.com.

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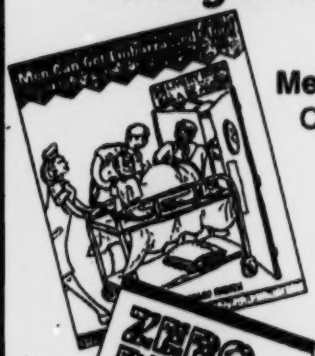

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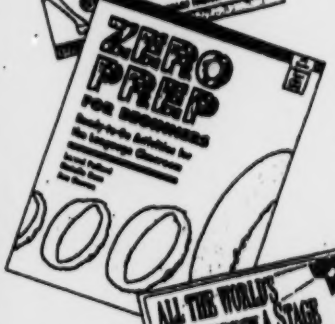

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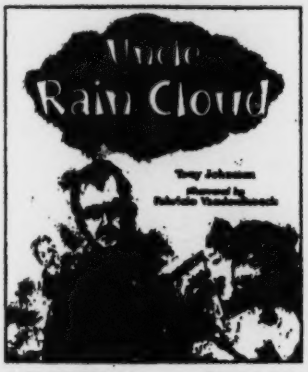

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Integrated Skills in the ESL/EFL Classroom

By Rebecca Oxford, Ph.D.

One of my favorite images for teaching ESL/EFL is that of a tapestry. The tapestry is woven from many strands such as the characteristics of the teacher (e.g., personality, teaching style, beliefs about language learning, and prior experience), the learner (e.g., personality, learning style, language learning beliefs, and prior experience), the setting (e.g., available resources, institutional values, and cultural background), and the relevant languages (e.g., ESL or EFL, as well as the native language of the learner and that of the teacher).

For the instructional loom to produce a large, strong, beautiful, colorful tapestry, the just-mentioned strands must be interwoven in positive ways. For instance, the instructor's teaching style must address the learning style of the learner, the learner must be motivated, and the setting must provide resources and values that strongly support the teaching of the language. However, if the strands are not woven together effectively, the instructional loom is likely to produce something small, weak, ragged, pale and not recognizable as a tapestry at all.

Besides the four strands mentioned above—teacher, learner, setting, and relevant languages—other important strands exist in the tapestry. In a practical sense, one of the most crucial of these strands consists of the four primary skills of listening, reading, speaking and writing. The strand also includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning and usage. Optimal ESL communication is present when all the skills are interwoven during instruction.

The Idea of Language-as-Skills

Literacy—as well as language itself—is sometimes viewed as a set of skills. According to Barton (1994), the skill image is a well-known, school-based metaphor. In this metaphor, "these skills are ordered into a set of stages...and then taught in a particular order....Literacy is seen as a psychological variable which can be measured and assessed. Skills are treated as things which people own or possess; some are transferable..., some are not. Learning to read becomes a technical problem, and the successful reader is a skilled reader. As a school-based definition of literacy, this view is very powerful, and it is one which spills over into the rest of society." (pp. 11-12)

Although I adopt some parts of the language-as-skills idea, I reject others. For instance, I agree that it is possible to assess the language skills (see, e.g., O'Malley & Valdez Pierce, 1996). However, I do not think that the language-as-skills concept necessarily implies that language skills are divisible into clearly defined stages that should be taught in a particular order. Likewise, I do not think that learning to read (or to use language in general) is merely a technical problem, nor that a skill is something that one "possesses" like a baseball glove or a TV. Instead, I view the main skills (listening, reading, speaking and writing) and the associated skills (syntax, vocabulary and so on) as overlapping areas of competence. The "skill strand" of the tapestry leads to optimal ESL communication when the skills are interwoven with each other during instruction. This is known as the *integrated-skill approach*.

If this kind of coordinated weaving does not occur, then the strand consists merely of discrete, segregated skills—parallel threads that do not touch, support, or interact with each other. This is sometimes known as the *segregated-skill approach*. Another title for this mode is the language-based approach, because the language itself is the focus (language for language's sake). In this approach, the emphasis is not on learning language for authentic communication.

By comparing segregated-skill instruction with integrated-skill instruction, we can see the advantages of integrating the skills and move toward improving our teaching for our English language learners.

Segregated-Skill Instruction

In the segregated-skill approach, the mastery of discrete language skills like reading or speaking is seen as the key to successful learning, and there is typically a separation of language learning from content learning (Mohan, 1986; Cantoni-Harvey, 1987). This situation contradicts the integrated way that people use language skills in normal communication, and it clashes with the direction in which language teaching experts have been moving in recent years.

Skill segregation is reflected in traditional ESL/EFL programs that isolate language skills for instructional purposes. These programs offer classes with titles such as "Intermediate Reading," "Basic Listening Comprehension," 'Advanced Writing," "Grammar I and II," "Pronunciation," and so on. Why do ESL/EFL programs offer classes that segregate the language skills? For one thing, teachers and administrators might think it is logistically easier to present courses on writing divorced from speaking, or on listening severed from reading. For another thing, they may believe it is instructionally impossible to concentrate effectively on more than one skill at a time.

Even if it were possible effectively and fully to develop one or two skills in the absence of all the others (and this is a highly dubious undertaking), such an approach does not ensure adequate preparation for later success in academic communication, career-related language use, or "on-the-street" interaction in the language. An extreme example is the Grammar-Translation Method, which teaches students to analyze grammar and translate (usually in writing) from one language to another. This method restricts language learning to a very narrow, noncommunicative range that does not prepare students to use the language for everyday life. Recently some ESL/EFL teaching candidates went to Venezuela for a required, six-week cultural and linguistic immersion experience. They visited universities and schools, where they found some English classes taught by the Grammar-Translation Method and others taught in a broadly communicative mode. The candidates' journals and final papers reflected their conviction that the Grammar-Translation Method, the ultimate in skill segregation, was highly limited in value for most of the Venezuelan students.

Frequently segregated-skill ESL/ EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strate-

gies, and writing strategies (for examples, see Peregoy & Boyle, 2001). *Learning strategies* are behaviors or thoughts that students employ, most often consciously, to improve their learning. Examples are guessing based on the context, breaking a sentence or word down into parts to understand the meaning, and practicing the language with someone else.

Very frequently, experts demonstrate strategies as though they were linked to only one particular skill such as reading or writing (e.g., Peregoy and Boyle, 2001; Tierney et al., 1999; Vacca and Vacca, 1993). However, it can be confusing or misleading to believe that a given strategy is associated with only one specific language skill. Many strategies, such as paying selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning and predicting, are applicable across skill areas (see Chamot & O'Malley, 1994; Oxford, 1990). Common strategies help weave the language skills together. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills (Oxford, 1996).

In many instances, an ESL or EFL course is labeled by a single skill, but fortunately this segregation of language skills might be only partial or might even be illusory. If the teacher is creative, a course bearing a discrete-skill title might actually involve multiple, integrated skills. For instance, in a course on "Intermediate Reading" the teacher probably gives some or all of the directions orally in English, thus causing students to use their listening ability to understand the assignment. In this course students might discuss their readings, thus employing speaking and listening skills and certain associated skills such as pronunciation, syntax and social usage. Students might be asked to summarize or analyze readings in written form, thus activating their writing skill. In a real sense, then, some courses that are labeled according to one specific skill might actually reflect an integrated-skill approach after all.

The same can be said about ESL/EFL textbooks. For instance, a particular textbook series might highlight certain skills in one book or another, but all the language skills might nevertheless be present in the tasks in each book. In this way, students have the benefit of practicing all the language skills in an integrated, natural, communicative way even if one skill is the main focus of a given volume.

In contrast to segregated-skill instruction, both actual and apparent, there are at least two forms of instruction that are clearly oriented toward integrating the skills.

Two Forms of Integrated-Skill Instruction

The two types of integrated-skill ESL/EFL teaching are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks and technologies in the ESL or EFL classroom.

Content-Based Instruction

In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies (Crandall, 1987). Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. The Cognitive Academic Language Learning Approach (CALLA, created by Chamot & O'Malley, 1994 shows how language learning strategies can be integrated into the simultaneous learning of content and language.

At least three general models of content-based language instruction exist: theme-based, adjunct, and sheltered (Scarcella & Oxford, 1992). The theme-based model integrates the language skills into the study of a theme (for example, urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as "change"). The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme. This is the most useful and widespread form of content-based instruction today, and it is found in many innovative ESL and EFL textbooks. In the adjunct model, language and content courses are taught separately but are carefully coordinated. In the sheltered model, the subject matter is taught in simplified English tailored to students' ESL/EFL proficiency level.

Task-Based Instruction

Another mode of skill integration is task-based instruction in which students participate in communicative tasks in ESL or EFL. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. As the author of the original "Strategy Inventory for Language Learning" (or SILL, first published in Oxford, 1990), I am currently leading a research group in developing a "Task-Based SILL." This new questionnaire allows students to assess their own learning strategy use as related to specific language tasks.

In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the tasks varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks such as taking a public opinion poll at school, the university, or a shopping mall.

I advocate a combination of task-based and theme-based instruction in which tasks are unified by coherent themes. This combination is becoming a trend in ESL/EFL instruction.

Advantages of the Integrated-Skill Approach

The integrated-skill approach, as contrasted with the purely segregated-skill approach, exposes ESL/EFL learners to authentic language and challenges them to interact naturalistically in the language. In the integrated-skill approach, learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, the approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach (whether found in content-based or task-based language instruction or some hybrid form) can be highly motivating to students of all ages and backgrounds.

Integrating the Language Skills

In order to integrate the language skills in ESL/EFL instruction, teachers should consider taking these steps:

- ▶ Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- ▶ Reflect on your current approach

and evaluate the extent to which the skills are integrated.

▶ Choose instructional materials, textbooks and technologies that promote the integration of listening, reading, speaking and writing as well as the associated skills of syntax, vocabulary and so on.

▶ Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.

▶ Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

Rebecca L. Oxford, Ph.D., is director of Second Language Education at the University of MD. In addition to other works, she edited the ESL textbook series Tapestry Program *(Oxford & Scarcella, 1992-1995; Oxford, 2000) and co-authored* The Tapestry of Language Learning: The Individual in the Communicative Classroom *(Scarcella & Oxford, 1992).*

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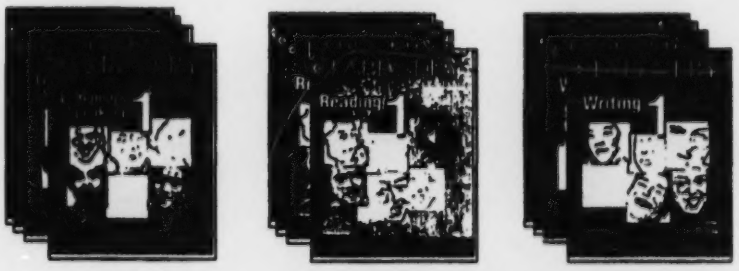

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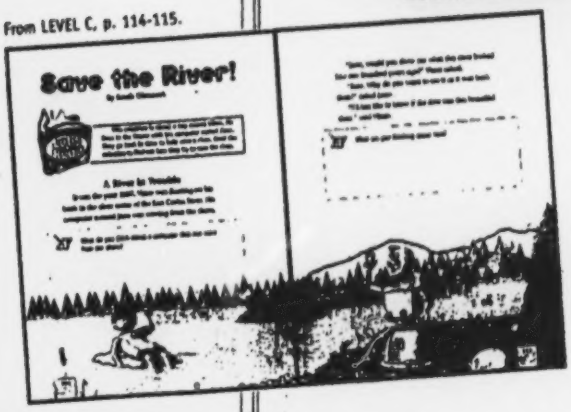

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Choosing Software for the English Language Classroom

A common question on the TESLCA-L discussion list (computer-assisted TESL) is "What is the best piece of software to buy with limited funds." English language educators who post this query often want to purchase the one piece of software that does everything for everyone, from teaching fluency and comprehension to providing pragmatic and cultural practice. Answers are often varied (everyone has a suggestion), but it is clear that the one piece of perfect software does not yet exist.

Many times, the need to spend the money before it is taken away supersedes taking time for reflection about such an important and long-lasting choice. Instead of promoting specific pieces of software as panaceas, I suggest we think of the question in a different way. Before deciding that we need software, we might ask ourselves, "What do I want my learners to accomplish?" After concretizing our goals, we can ask, "How can technology help my learners reach this goal more effectively and/or more efficiently?" In this case, effective means that achievement is greater or faster. Efficient indicates that it takes less time or work for teachers and/or learners, which opens the opportunity for more time on task.

I propose, then, that those of us looking for software for our programs complete the following sentences:

- ▶ My learners are...
- ▶ I want my learners to be able to...
- ▶ Software could help me do this more efficiently if it (did this)...
- ▶ Software could help me to do this more effectively if it (did this)...

The question of what to buy becomes much easier to answer and the answer provides more useful information. For example, "I want my sixth grade low-level English learners to be able to recognize a lot of vocabulary and to be able to match pictures to the words and vice versa. Software could help me to do this more efficiently if it tested students individually, had lots of pictures, and gave instant feedback. Software could help me to do this more effectively if it motivated students to practice and repeat and presented the vocabulary in a variety of ways." Given this information, I would immediately suggest Usborne's Animated First Thousand Words (Scholastic, Inc., 1997) or one of the electronic picture dictionaries currently available.

Given this scenario—"I want my adult advanced travel-oriented English learners to be able to demonstrate understanding of the geography and culture of the United States. Software could help me to do this more efficiently if it had all the materials in one place and if it let students work at their own pace and provided feedback. Software could help me to do this more effectively if it were motivating, gave students a reason to understand the materials, and provided guidance and help to learners."—I would recommend using Microsoft's Atlas and Encarta for a research project, or the simulation "Where in the USA is Carmen Sandiego" (Brøderbund), or web sites that fulfill this request.

In the end, if we do not find software that will help our learners achieve better or faster or that facilitates our teaching, perhaps the money is better spent elsewhere.

Joy Egbert teaches ESL and technology at Washington State University and can be reached at jegbert@wsu.edu.

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Suzanne Irujo, Series Editor
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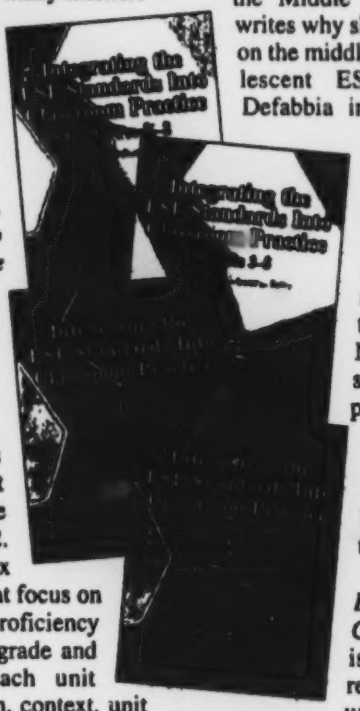

The series includes four books that target specific grade levels: pre K-2, 3-5, 6-8 and 9-12. Each book contains six thematic units, some that focus on a specific grade or proficiency level, others that span grade and proficiency levels. Each unit includes an introduction, context, unit overview, how the writer approaches standards-based instruction, the specific standards that the unit addresses, classroom activities, classroom procedures, classroom assessment, additional information and resources. Most of the units contain classroom artifacts: samples of student work, handouts, drawings, etc. The books also contain a glossary of techniques that are grade level appropriate, biographical information about the authors and a user's guide.

One of the most compelling aspects of this series is that the units were taught and written by actual classroom teachers. There is an authenticity to each unit, as teachers not only provide activities, procedures and in many cases samples of student work, they write about how they approach standards-based practice within their context. For example, B. Agor in the introduction to her unit on the Middle Ages (grades 6-8) writes why she chose to do a unit on the middle ages with her adolescent ESOL students. S. Defabbia in her unit on The Underground Railroad (grades 3-5) discusses the similarities between the ESL and New York State standards and writes that she uses the New York State standards and sample performance indicators to keep a focus on what her students should know and be able to do.

Integrating the ESL Standards into Classroom Practice is an important resource for teachers who are serious about integrating the ESL standards into their classrooms. The units are ready-to-use as written or adaptable to different contexts and situations. The editors and authors claim that the series "shows how the standards become planning tools, observational aids, assessment guides and routes to language development." They have accomplished their goal.

Nancy Clair is an independent educator in Cambridge, MA.

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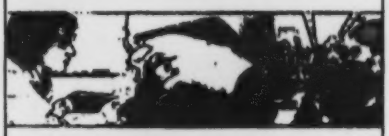

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English Language Education in Cuba

BY TONY IRIZAR

English language teaching has a long tradition in Cuba, as the language has been taught in the country since the beginning of the last century. Throughout this time, distinguished and internationally recognized Cuban teachers have made valuable contributions to the field, and the profession has been open to progress and development.

People abroad are sometimes amazed to learn that English, not Russian, is a compulsory subject in all grades in secondary school, in pre-university and in all university majors. It may be even more surprising to learn that there are more than seven thousand teachers of English in Cuba.

Historical Role of English

It all started about one hundred years ago when the teaching of English was introduced in Cuba as a result of the first United States intervention there, between 1898 and 1902, after the Spanish-American War. All through the first part of the century, the teaching of English underwent many changes paralleling those in the organization of Cuban public education. Following are some highlights in this process of development:

▶ Leonardo Sorzano Jorrin, the most influential person in English language teaching in Cuba in the first part of the century, established the basis for professionalizing the teaching of English.

▶ There was steady growth in the number of teachers of English—only a few at the beginning of the century, 104 in 1943, and 991 in 1952.

▶ Special English Centers (night schools for adults) were established in 1929 and enrollment grew to 14,022 in 1938.

▶ The Audiolingual movement was influential in Cuba. The structural and audiolingual ideas invaded the country with a wave of books, recordings, etc., and texts by Fries and Lado were substituted for Jorrin's and other Cuban specialists' books in English language classes in the country.

▶ Several private bilingual schools opened in Havana such as Candler College, Saint George and others. In these schools, which were only accessible to the upper classes, the teaching of English was very successful. Most of the teachers were native speakers from the United States, subjects were taught in English in one of the sessions, and, in general, school life was organized as a kind of immersion resembling an American school.

▶ English courses were offered by mail by the National School, an institution in Los Angeles, California, with an office in Cuba at that time.

The 1959 revolution led by Fidel Castro produced dramatic changes in all aspects of Cuban society, especially in education (see first table at right). At the same time, the U.S. government's diplomatic break with Cuba in the early 1960s and the establishment of a blockade, which is still in effect today, created very tense relationships between the two countries. However, contrary to what some people might have expected and as Corona (1993) rightly points out, it did not cause a decrease in the teaching of English in Cuba. This has been due to the distinction by the people of Cuba between the U.S. government and the language and people of the United States.

Actually, a brief look at some of the most important measures taken by Cuba shows that the teaching of English in Cuba was developed, extended and consolidated as the most important foreign language in the country.

▶ 1961 Language schools for adults were set up nationwide. These schools offer courses in several foreign languages, but English has always been the most popular by far.

▶ 1962 The University Reform Act established foreign languages, primarily English, as compulsory subjects in all university majors.

▶ 1962 The first school for the training of translators and interpreters was founded in Havana.

▶ 1968 Nationwide English language teaching TV programs were established with weekly half-hour programs for each level from 7th to 12th grade.

▶ Teacher training courses for teachers of English and other foreign languages were instituted in the early 1960s, and since the mid 1970s, most foreign language teachers have been trained in five-year programs at pedagogical universities.

▶ The School of Modern Languages at the University of Havana was created in the academic year 1972-1973.

▶ The Foreign Language Across the Curricula Program was implemented in all university majors between 1985 and 1989.

▶ The Group of English Language Specialists (GELI), a professional association with more than 500 active members, was founded in 1989, branching out from the Association of Linguists of Cuba. Through its newsletter, monthly open house, resource center and annual convention, GELI fulfills an important role in spreading new ideas and techniques in the teaching of English and fosters exchange

research and the cultural study of English-speaking countries. GELI is an affiliate of Teachers of English to Speakers of Other Languages (TESOL) and the International Association of Teachers of English as a Foreign Language (IATEFL).

Although the blockade did not halt the expansion of English language teaching, it did create an information gap. Ideas, books, language teaching theories and methods that previously came from the United States stopped coming into Cuba. It also limited the availability of materials such as tape recorders, overhead projectors, videos, etc., which are so important in the modern teaching of foreign languages.

Initially Cuba faced the situation, not by prohibiting or limiting the teaching of English, but by having domestic materials for use in schools produced by Cuban specialists and by looking for information from other English-speaking countries. The effort relied mostly on the experience, creativity and dedicated work of Cuban teachers and on some eventual help from abroad.

With respect to Russian, which some people think had a predominant role in Cuban education, it became an important foreign language in the 1970s and 1980s due to considerable support received from the Soviet Union in the granting of scholarships and materials written in Russian in some majors such as psychology, philosophy, geology, as well as military majors. The table below at right shows the decline of the inclusion of Russian in curricula of the 14 institutions of higher education.

English for Specific Purposes

An important factor in the development of English language teaching in Cuba in the period from 1960 to 2000 was the introduction of English for specific purposes (ESP) courses in 1972 by a group of Canadian teachers of English as part of a Canadian-Cuban project to introduce the first master's degree program in engineering in Cuba. The presence of these teachers in Cuba from 1972 to 1975 also had an impact on undergraduate courses in English and in the training of Cuban teachers of English.

This initial movement of ESP courses and methodology gained momentum and produced a host of ESP courses at ministries other than the Ministry of Education, which conducts its own English courses with its own teachers to meet the needs and interests of the workers in those institutions. The Ministry of Public Health and the Ministry of Tourism organized two large projects for the teaching of English for specific purposes.

In the medical sciences, apart from the teaching of English during the first three years of the major, a nationwide program was organized for the training of teachers of English. It included an initial one-year distance-learning course followed by a six-month intensive course in Havana. At the same time, a group of teachers went abroad for six weeks of training at the Department of Applied Linguistics at the University of Edinburgh. This project is still running.

At the end of the 1980s, the tourism industry once again became a significant factor in the Cuban economy. One of the consequences of the priority of tourism was a careful examination of language teaching for workers in the tourism industry who needed to speak English with foreign visitors. A project was designed in 1988 to teach English to 10,000 workers over the subsequent five years to meet the demands of tourism development.

The project lasted six years and involved thousands of workers and 300 teachers throughout the island. These teachers received regular training through visits, observation and evaluation of classes, seminars, and a 15-day intensive summer course every year with Canadian English language teaching specialists. English is now taught regularly in the 20 schools of tourism on the island.

At the Beginning of a New Century

At the beginning of the new century, the teaching of English extends to all levels from primary school to university. It has established itself as an important field of education in Cuba, and it is by far the most important, extended and influential foreign language in the country, as can be seen in the third table (next page).

At the same time, the teachers of English, who are all Cubans, have developed expertise in using and teaching the language, as well as in applying the most advanced and up-to-date methodological ideas in spite of severely limited resources.

A key factor in this process has been the fact that in Cuban society, information coming into the country (e.g., scientific, technical or cultural) is shared and cascades down so it is accessible to professionals in the field by means of courses, seminars, workshops and professional meetings, instead of being limited to individual persons and institutions.

More than in quantitative terms, the greatest change in the status of English since the beginning of the last century is that English is now seen, not as a language for communication with the United States exclusively, but as an international means of communication with people in many parts of the world. This is the current status of English, spoken by more non-native than native speakers.

A host of concurrent factors, new and old, give an optimistic view of the future growth and development of English language teaching in Cuba. This assertion,

Education in Cuba Before and After the Revolution

	1958-1959	1998-1999
Total enrollment (thousands)	811.3	2,376.5
Daycare centers	(no data)	151.2
Primary school	625.7	1,016.7
Media*:		
—Secondary School	26.3	448.5
—Preuniversity	37.2	107.4
—Technical / Professional	15.6	224.1
—Oficios	(no data)	28.4
Higher education	2.1**	120.3
Special Education	(no data)	57.3
Adults	(no data)	109.7

* "Media" is one of the levels of general education in Cuba; it includes high school, pre-university, technical and professional education.
** Private universities (state universities were closed)
Source: Cuba Ministry of Education, 1999

Majors Including English or Russian

Academic Year	English	Russian
1982-83	52%	48%
1985-86	62%	38%
1986-87	81%	19%
1990-91	100%	0%

Source: Corona, 1993

based on historical and statistical facts, may contradict the opinions derived by some during occasional visits to the country (MacKay, Sandra Lee, 1998).

With respect to the use of English in everyday life, English is not and won't be a "second language" in Cuba, but it is, by far, the most important foreign language. Cubans, particularly in Havana and tourist areas, have considerable exposure to English:

- Radio Taino, a radio station aimed at tourism, broadcasts in both Spanish and English and has a wide listening audience in the local community.
- Local TV stations broadcast six undubbed, subtitled films in English a week.
- Gramma, the Party newspaper and the one with the largest national circulation, appears weekly in English.
- English-language magazines are widely available in hotels and other tourist outlets.
- In addition, some sectors of the population have significant exposure to foreign tourists, and professional exchange programs are on the increase.
- A new TV program for the teaching of English is being broadcast nationwide for an audience of millions who will be able to follow classes on TV using an inexpensive manual sold at newsstands.

The presence of the following fundamental facts also supports the conclusion that English has a bright future in Cuba:

- English maintains its position as a compulsory subject at all levels of education.
- There are more than 7,000 teachers of English in the country.
- Tourism is becoming an important element in Cuba's economy: there is a growing number of Canadian tourists and increasing contact with the English-speaking Caribbean as well as with people who use English as their second language in Europe, Africa and Asia.
- Many important international meetings are held in Cuba every year; English is always one of the official languages.
- Cuba is expanding its economic relationships with other countries, and there is an increasing number of joint ventures between Cuban and foreign companies.
- There is an official representative of The British Council in Havana providing substantial support for the teaching of English.
- The presence of Cambridge University Press in the Cuban market since 1996 has provided access to the most updated literature on English language teaching.
- The sustained efforts of GELI have been aimed at the professional development of teachers and have improved the quality of the teaching and learning of English in Cuba.

Tony Irizar has worked extensively on ELT for a variety of institutions over the last thirty years. He has written articles for national and international journals and has presented papers in conferences in various countries.

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The Teaching of English in Cuba (Academic Year 1998-99)

Type/Level of Education	Enrollment (English is taught at all levels.)	English Teachers
Primary (Elementary school)	125,057	986
Secondary	410,256	2,993
Pre-university	87,501	691
Language Schools	21,064	553
Technical and Professional	164,712	712
Pedagogical Universities	2,815	500
Higher Education	37,345	648
Ministries and other Institutions	4,012	266
Totals	**852,762**	**7,349**

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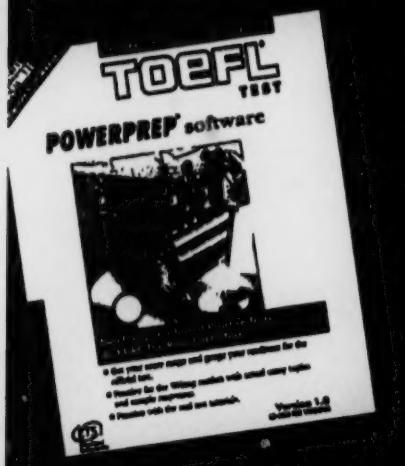

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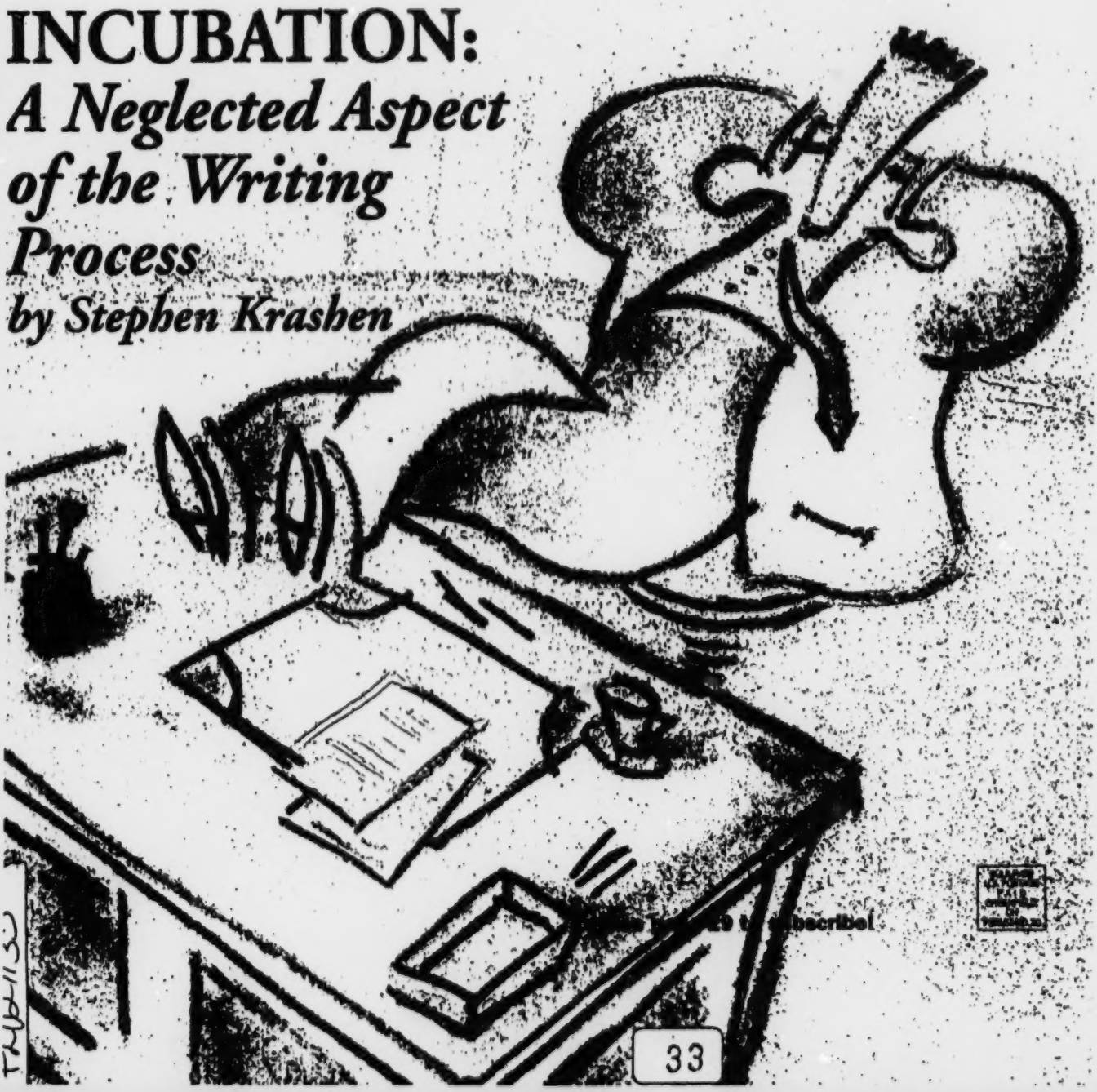

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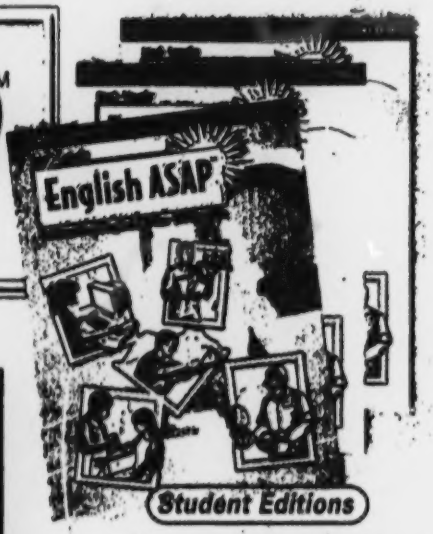

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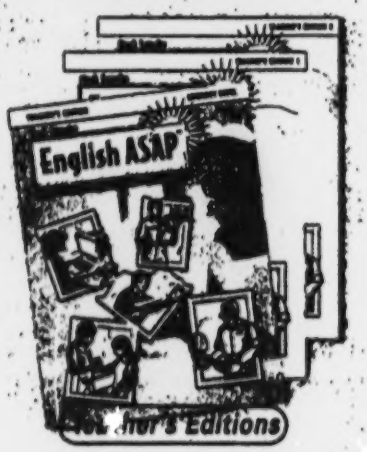

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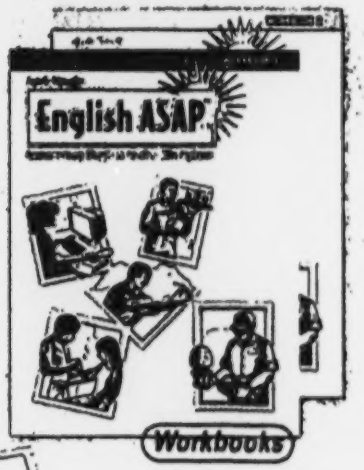

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FEATURES

Incubation: A Neglected Aspect of the Writing Process
by Stephen Krashen 10

Effective Reading Instruction for ESL Students
by David and Yvonne Freeman 14

Conflict Resolution: What Teachers and Students Should Know
by Anita Wenden 18

English Language Education in Japan
by Hideko Ogose 26

DEPARTMENTS

Editor's Note.....4
Letters to the Editor.....5
News Briefs 6
Conference Calendar 7
Reviews.....24
Catalog Showcase.....30

COLUMNS

Christine Meloni's Networthy.....8
Richard Firsten, The Grammar Guy 16
Thomas Nixon's Employment Focus.....21
Joy Egbert's Technology 22

Page 10

Page 14

Page 18

Page 26

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The process approach to writing instruction is well established in the ESL/EFL field, and each teacher has his or her own version with steps such as brainstorming, organizing, drafting, collaborating and revising. However, there may be a step we're forgetting: doing nothing! Steve Krashen explains the importance of taking breaks from conscious efforts at writing to let the brain create and problem-solve.

What does it mean to teach reading? How broad is your vision of teaching reading? Yvonne and David Freeman provide a checklist of what it takes to produce successful readers, and it goes far beyond teaching students to find meaning on the printed page.

Because of so many tragic incidents of violence recently in U.S. schools, we know that there is conflict in schools and that students need to learn constructive ways of dealing with conflict. Language barriers and cultural differences add to the challenge. Anita Wenden provides teachers with some important information and tools for teaching conflict resolution.

As in many countries around the world, the importance of English in Japan has been boosted by a variety of factors. Hideko Ogose describes how Japan's Ministry of Education is planning to improve English language education. She also examines some of the attitudes among the Japanese that affect the learning of English.

Welcome to our new columnist Richard Firsten, the Grammar Guy, author of *The Teacher-Friendly Grammar Book: A Reference Guide for ELT Professionals* (Alta Book Center Publishers). He'll tell you everything you wanted to know about grammar but were afraid to ask. So go ahead and ask—send him an e-mail with your toughest grammar questions.

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ISSN: 1098-6553

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Internet Pioneers

▷ I once heard someone refer to the Web economy as a "gift economy." These six dedicated, hard-working pioneers provide a shining example of what this means. What they are giving to language teachers and language learners with no expectation of recompense is truly remarkable.

—CHRISTINE MELONI
The George Washington University

▷ Thank you for your article by the "Internet Pioneers." It is such an inspiration to read about ESL/EFL professionals who are so creative and who love what they do. While I may not be a "Web head" (yet), I'm still challenged to be creative and contribute to the field in a way that I love. I believe that the more fulfilled we are as teachers, the more our students will benefit. I was fortunate to observe Randall Davis teaching in the CALL lab at TESOL 2001. I was impressed with his teaching style and dedication to helping teachers and students understand that the Internet isn't something to be afraid of but rather an amazing and exciting teaching tool.

—katy_c@hotmail.com

Integrated Skills

▷ The article by Rebecca Oxford was extremely relevant to ESL teaching in New York City and beyond and has all the important messages about the current thinking in ESL instruction. I have found the article very helpful when preparing professional development for our teachers.

—VIRGINIA JAMA
Director, ESL Standards and Instruction
New York City Schools

English in Cuba

▷ I found Tony Irizar's article "English Language Education in Cuba" very interesting. The fact that English is a required subject in all levels of secondary school in Cuba was a surprise but is understandable when considering English is regarded as an international language. My impression has been that Cuba is a very poor country and that the people are really struggling. If this is true, it makes me wonder, is education provided for all children and for how long? Is English therefore available to all or only for a select few? It also would have been helpful to know the population of Cuba.

—MARILYN JONES
Oak Park, IL

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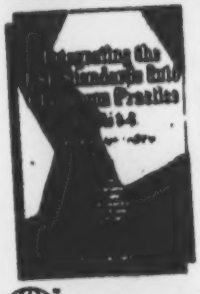

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Suzanne Irujo, Series Editor

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TESOL K-12 ESL Standards Guides for Parents and Administrators

TESOL has produced the "Parent Guide to the ESL Standards for Pre-K-12 Students." It answers questions that parents frequently ask such as "What are the ESL standards?" "What can I do to help my child attain the ESL standards?" and "What do the ESL standards say about using a student's native language?" The guide is available online at http://www.tesol.org/assoc/k12standards/resources/parentguide-1.html or http://www.cal.org/esl-standards/parentguide.htm. A guide to the ESL Standards for school administrators' is also available online in Adobe's PDF format. This new resource shows administrators how to use the ESL standards products to establish goals that measure compliance with federal guidelines and goals that are aligned with the school accreditation process. It includes examples of schoolwide and classroom-based instructional approaches. http://www.tesol.org/assoc/k12standards/resources/esladminguide.pdf.

NYC School Board Approves ESL Program Changes

At its January meeting, the New York City Board of Education approved the recommendations of the Chancellor regarding the city's English language programs. Four different programs options will be offered to students including transitional bilingual programs, dual language programs, "free-standing" ESL programs, and a new option, the "Accelerated Academic English Language." Parents of English language learners will be asked to make program choices on the basis of written, signed informed consent. See the Chancellor's ELL Education Report at www.nycenet.edu/

New GAO Report Released on English Language Education in U.S.

In February, the Government Accounting Office (GAO) released a report entitled "Public Education: Meeting the Needs of Students with Limited English Proficiency," which was generated in response to concerns raised in hearings of the Committee on Education and the Workforce held in 1998 and 1999 on bilingual education and the Education Department's Office for Civil Rights (OCR). The report addresses the questions:

- How long do children with limited English proficiency need to become proficient in English?
- What approaches are used to teach children with limited English proficiency, and how long do children remain in language assistance programs?
- What are the requirements for children with limited English proficiency that the OCR expects school districts to meet, how are they set forth, and what has been the nature of the interactions between OCR and school districts when OCR has entered into an agreement with the school district concerning language assistance programs?

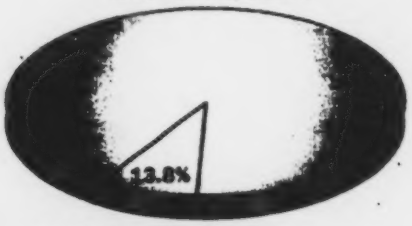
The "Results in Brief" state that no consensus was found on the length of time it takes for students to reach proficiency because of different program types, differing definitions and measures of proficiency, and individual differences among students. Regarding program types and length of time in programs, the report states that English-based programs are more common than bilingual programs but that three-fourths of limited English proficient students attend schools with both types. No national data are available on the length of time students stay in language assistance programs, but information from six states indicated an average stay of four years or less. Regarding OCR's interactions with schools districts, most reported no pressure from OCR to implement any particular instructional approach.

The report was based on published studies and data, interviews, and visits to school districts. The full text is available online at http://www.gao.gov/new.items/d01226.pdf.

Languages Spoken at Home in the U.S.

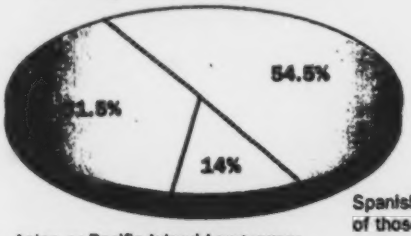
The Census 2000 questionnaire sought information on the languages that people speak at home in the U.S. The total U.S. population of persons 5 years old and over is 230,445,777. Of that population, 31,844,979 persons (13.8%) speak a language other than English at home. More than half of those persons speak Spanish at home (17,345,064 persons, 54.5%) and 14% speak Asian or Pacific Island languages (4,471,621 persons). Of those who speak a language other than English at home, 13,982,502 (43.9%) report that they do not speak English "very well." Of those who speak Spanish at home, 8,309,995 (47.9%) report that they do not speak English "very well." Of those who speak Asian or Pacific Island languages at home, 2,420,355 (54.1%) report that they do not speak English "very well."

Total U.S. Population



13.8% of the U.S. population speaks a language other than English at home.

Non English-Speaking at Home



Asian or Pacific Island Languages: 14% of those who don't speak English at home speak Asian or Pacific Island languages at home.

Spanish: 54.5% of those who don't speak English at home speak Spanish at home.

Source: Census 2000

Bush's Reform Hopes for ESL Students

As President Bush promotes his educational plan, he has English language learners in mind as beneficiaries of increased accountability:

JANUARY 27—Radio Address: "The first order of business is education reform...Our country must offer every child, no matter what his or her background or accent, a fair start in life with a quality education."

FEBRUARY 20—Sullivan Elementary, Columbus, OH: "The heart of education reform is accountability... A system that refuses to be held accountable is a system that shuffles children through. And guess who gets shuffled through? In my state, oftentimes children whose parents didn't speak English as a first language."

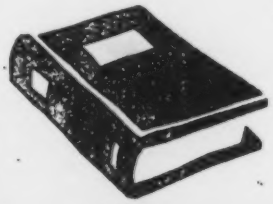
FEBRUARY 20—Moline Elementary, St. Louis, MO: "I came from a state where there were a lot of children whose parents did not speak English as their first language. It was much easier to say, gosh, these little kids are too difficult to educate, let's just move them through. Those days are unacceptable. That frame of mind is not right for America, and we can do a better job."

MARCH 1—Lakewood Elementary, Little Rock, AR: I hope that our nation is one in which people who have dreams, regardless of where you're raised, whether you can speak English—whether your parents speak English as a first language or not, no matter what neighborhood you're from, will realize those dreams are possible, if you make the right choices in life."

NCLE Name Change

The former National Clearinghouse for ESL Literacy Education (NCLE) has changed its name to the National *Center* for ESL Literacy Education. The stated purpose of the change is to reflect more accurately NCLE's work and the range of services that it provides: technical assistance to programs; professional development of program staff; the writing and producing of books, reports, and papers; and the development of online resources on key topics. NCLE bills itself as "Your national center for adult ESL." Visit http://www.cal.org/ncle/.

Notable Books



The annual list of 25 Notable Books for a Global Society, K-12 is available in the February 2001 issue of *The Reading Teacher,* published by the International Reading Association (IRA). Three categories of books are included: cultural and personal heritage, celebrating people and places, and moral dilemmas and the strength of the spirit. For more information about the IRA, visit http://www.reading.org.

Conference Calendar

March

- 7-9 **Southeast Region IALL (SEALL)**, Charleston, SC. Contact Marc Mallet, 404-262-3032.
- 8-10 **Georgetown University Round Table on Languages and Linguistics (GURT)**, Washington, DC. Contact gurt@georgetown.edu.
- 13-17 **CALICO**, Orlando, FL. Contact 512-245-1417.
- 14-16 **TESOL Arabia**, Dubai, UAE. Contact Sandra Oddy, sandra.oddy@hct.ac.ae.
- 23-24 **Georgia TESOL**, Atlanta, GA. Contact Susan Firestone, esisaf@langate.gsu.edu.
- 23-24 **TexFLEC (Texas Foreign Language Education Conference)**, Austin, TX. Contact TexFLEC@ccwf.cc.utexas.edu.
- 30-1 **TESOL Spain**, Seville, Spain. Contact Tammi Santana, tammisantana@jazzfree.com.
- 30-1 **International Linguistics Association**, New York, NY. Contact Johanna J. Woltjer, 212-749-3366.

April

- 6 **Arkansas TESOL**, Springdale, AR. Contact Patricia Garcia, 501-631-3529.
- 6 **Louisiana TESOL**, New Orleans, LA. Contact Carolyn Sanchez, 504-280-6140.
- 6-7 **Illinois TESOL/BE**, Chicago, IL. Contact 847-692-8287.
- 7 **Northern New England TESOL (NNETESOL)**, Portland, ME. Contact Maddy Miller, 603-497-5253.
- 7 **WATESOL-American University**, Washington, DC. Contact Brock Brady, 202-885-2582.
- 17-21 **International Association of Teachers of English as a Foreign Language (IATEFL)**, Brighton, UK. Contact 114563.1723@compuserve.com.
- 20-22 **California TESOL**, Ontario, CA. Contact Dan Doorn, 626-815-5371.
- 20-22 **Ohio TESOL**, Athens, Ohio. Contact Linn E. Forhan 740-593-4322.
- 26 **Saudi Association of Teachers of English (SATE)**, Jeddah, Saudi Arabia. Contact Sayed Abdel Hamid, sate2001@hotmail.com.
- 26-27 **Michigan Association for Bilingual Education (MABE)**, Kalamazoo, MI. Contact 616-337-1579.

May

- 3-5 **Isik University EFL Department**, Istanbul, Turkey. Contact Carol Gitzendanner, cgitz@zdnetmail.com.
- 5-6 **University of Cyprus and Cyprus Teachers of English Association**, Nicosia, Cyprus. Contact ppaviou@ucy.ac.cy.
- 15-16 **NJTESOL/NJBE**, Somerset, NJ. Contact Dr. Ana Mistral, 201-432-0362.
- 17-19 **University of Minnesota, Center for Advanced Research on Language Acquisition (CARLA)**, Minneapolis, MN. Contact 612-626-8600.
- 26-27 **Japan Association for Language Teaching, JALT-CALL2001**, Japan. http://jalt-call.org/conferences/call2001.

June

- 15-17 **TESOL Academy 2001**, Boulder, CO. Contact Srisucha McCabe, 703-836-0774.
- 29-1 **TESOL Academy 2001**, Boston, MA. Contact Srisucha McCabe, 703-836-0774.

July

- 6-8 **The Applied Linguistics Association of Australia**, Canberra, Australia. Contact Melissa Howarth, alaa-info@alie.canberra.edu.au.
- 12-15 **BRAZ-TESOL and Southern Cone TESOL**, Curitiba, PR. Contact braztesol@nox.net.
- 13-15 **TESOL Academy 2001**, Chicago, IL. Contact Srisucha McCabe, 703-836-0774.
- 27-29 **TESOL Academy 2001**, San Diego, CA. Contact Srisucha McCabe, 703-836-0774.

August

- 31-2 **IATEFL GI and TT SIGs. Joint Workshop**, Bielefeld, Germany. Contact jwh.ridder@t-online.de.

Christine Meloni's
NETWORTHY . . .

An Excellent Resource on Extensive Reading

www.kyoto-su.ac.jp/information/er/

Language teachers who give their students opportunities for extensive reading are usually enthusiastic about the results. Learners seem to become more motivated to read in the target language and, as a result, markedly improve their reading skills.

The members of the Extensive Reading Working Group have performed a great service to teachers who currently use this method as well as to those who are considering it. They have created a unique web site that is a valuable repository for information on Extensive Reading (ER).

The first section responds to the question, "What is Extensive Reading?" by offering links to several articles. Simply click and you have the article in its entirety. Among the articles you will find are "The Language Learning Benefits of Extensive Reading" by Paul Nation and "Extensive Reading: Why? and How?" by Timothy Bell.

The second section gives you access to articles on how to start an ER program while the third provides links to descriptions of existing ER programs. The next section provides suggestions for ER materials including links to publishers who have materials for ER.

Thomas Robb, a member of the ER Group, calls the Annotated Bibliography on ER in a Second Language "the crowning jewel of the site." This bibliography has an impressive number of entries. In fact, when I printed it out, the total number of pages was 68. While it contains no live links, one of the criteria for inclusion is easy accessibility to the works. A rather unusual aspect of the bibliography is that the entries are listed in chronological rather than alphabetical order.

The next two sections contain links to online articles on ER research and to reviews of a few books about ER. This site also includes an e-discussion board called ER-Talk! Visitors can post questions or comments, and a member of the ER Working Group will respond. The final section contains contact information for the members of the Group (most of whom reside in Japan) as well as a list of additional individuals who are interested in ER (the ER Contacts Database).

The site does have some drawbacks. The amount of straight text is sometimes overwhelming, especially that of the bibliography which should be divided for faster downloading and for easier viewing. The ubiquitous pink Es and green Rs of the background of all the pages are distracting as they show through the text. Navigation is sometimes frustrating as the internal pages do not provide links back to the previous page and the numerous external links take one completely outside of the site.

The site is definitely worth a visit. Once you visit it, I predict that you will return time and time again as the resources it provides are plentiful and useful.

Christine Meloni teaches in the EFL Department at George Washington University in Washington, DC. She welcomes comments and suggestions from readers (cfmeloni@hotmail.com).

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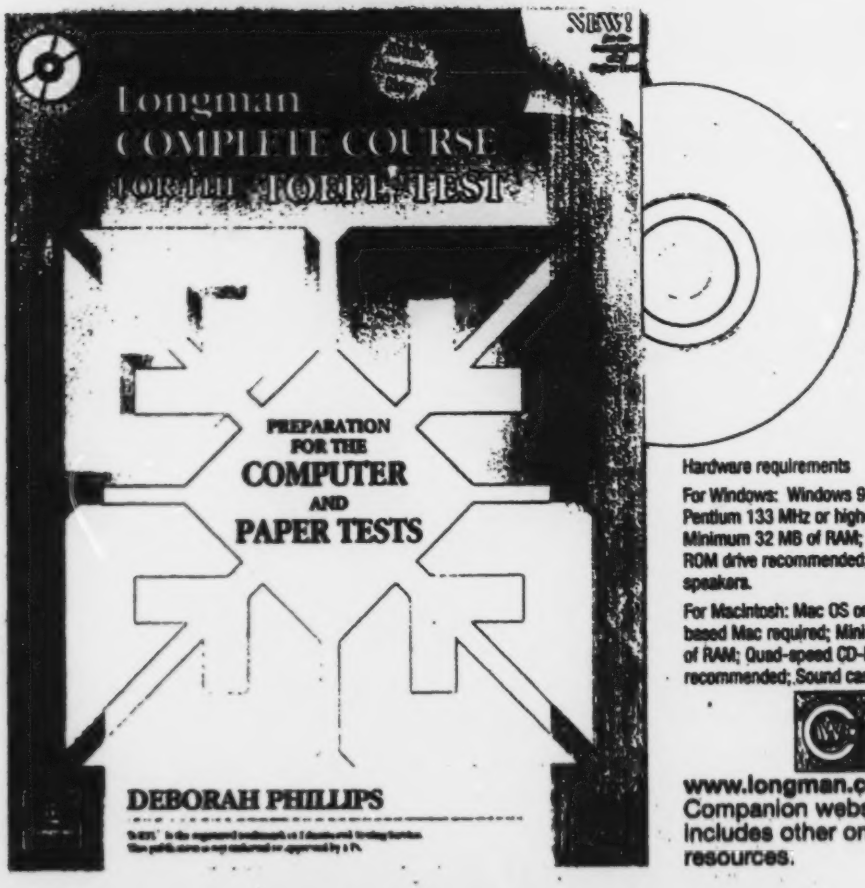

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Pearson Education

INCUBATION: *A Neglected Aspect of the Writing Process*

BY STEPHEN KRASHEN, PH.D.

Composition is not enhanced by grim determination. —Frank Smith, *Writing and the Writer*

Remember when you were staring at the ceiling in elementary school and the teacher asked you if the answer was on the ceiling? Maybe it was.

In a discussion of possible therapies to remediate writing apprehension, Daly (1985) includes these suggestions: "One potentially appropriate therapy for procrastination lies in teaching something akin to time management. The writer learns to go to a specific location each day at a certain time and do nothing but write: No distractions are permitted... What may be appropriate for (blocked writers) is 'forced' writing, where something must be put down on paper whether it is meaningful or not (e.g., writing whatever comes to mind, free-flowing brainstorming)" (p. 71). In other words, procrastinators need to have a set time when they do nothing but write, and blocked writers need to do forced writing.

There is a problem with these recommendations. It denies what I think is one of the most important parts of the writing process: incubation, a term introduced by Wallas (1926) for the process by which the mind goes about solving a problem, subconsciously and automatically. Elbow (1972, 1981) refers to incubation as "cooking."

Incubation seems to happen best when we take a break from creative work. During this time, we need to do something completely different, something that does not involve conscious and deliberate problem solving. Wallas suggests that "in the case of the more difficult forms of creative thought... it is desirable that not only that there should be an interval free from conscious thought on the particular problem concerned, but also that that interval should be so spent that nothing should interfere with the free working of the unconscious or partially unconscious processes of the mind. In those cases, the stage of incubation should include a large amount of actual mental relaxation" (p. 95).

Examples of Incubation

Wallas (1926) reports that he first heard of the idea of incubation from the physicist Helmholz. In a speech delivered in 1891, Helmholz described how new thoughts came to him: After previous investigation, "in all directions"... "happy ideas come unexpectedly without effort, like an inspiration... they have never come to me when my mind was fatigued, or when I was at my working table... They came particularly readily during the slow ascent of wooded hills on a sunny day" (p. 91).

Einstein clearly knew about incubation: According to Clark (1971), Einstein would "allow the subconscious to solve particularly tricky problems. 'Whenever he felt that he had come to the end of the road or into a difficult situation in his work,' his eldest son said, 'he would take refuge in music, and that would resolve all his difficulties.'" (p. 106). Clark notes that for Einstein, "with relaxation, there would often come the solution" (p. 106).

Csikszentmihalyi and Sawyer (1995) interviewed nine "creative" individuals, all of whom had made creative contributions in their field, were 60 or older, and were still actively involved in creative work. All mentioned that insights occurred during idle time, and several mentioned that they occurred while they were doing something else, during a "repetitive, physical activity" such as gardening, shaving, taking a walk, or taking a bath (p. 348).

Mind On, Mind off

This is not to say, of course, that hard work is unnecessary. Quite the opposite is true. Many studies confirm that high achievers put in a tremendous amount of work, far more than less accomplished colleagues. They engage in the "preliminary period of conscious work which also precedes all fruitful unconscious labor" (Poincare, 1924). This preliminary work is labeled "preparation" by Wallas, and as "wrestling with ideas" by Elbow (1972, p. 129). Wallas notes that the educated person "can 'put his mind on' to a chosen subject, and 'turn his mind off...'" (p. 92). The educated person knows how, in other words, to prepare and then incubate.

Of course, the "illumination" that is the result of incubation needs to be followed by more conscious work. Ideas that arise as a result of incubation need to be evaluated (Smith, 1994); our new insight may not be right.

Long and Short Incubation Periods

Incubation sometimes requires a very long break: Feynman noted that "You have to do six months of very hard work first and get all the components bumping around in your head, and then you have to be idle for a couple of weeks, and then—ping—it suddenly falls into place..." (Csikszentmihalyi and Sawyer, 1995, p. 350). Incubation can also occur with breaks of shorter duration. Piaget told Gruber (1995) that after he worked for a few hours, "he would go for a walk, not think about very much, and when he went back to his desk his ideas would be clearer..." (p. 526). And it can also happen in very short breaks, a few minutes or even moments. In my experience, extremely short breaks are all that is necessary to solve many problems and loosen many blocks. In agreement with Wallas, I have found that these breaks work best when they are devoted to something fairly mindless: washing just a few dishes, filing just a few papers, or doing some light exercise.

The incubation phenomenon helps to explain why accomplished people need to put in so much time; it may be that not all of the time is "industrious." In fact, high achievers may actually take more time. C.P. Snow, cited in Clark (1971), noted that Churchill "was not a fast worker ... but he was essentially a non-stop worker" (p. 106); perhaps some of the "non-stop" working was staring at the ceiling. If high achievers appear to accomplish tasks more quickly than others do, I suspect it is only because they put in so much more time.[1]

Scheduling Incubation Time

Some of Csikszentmihalyi and Sawyer's subjects actually scheduled "a period of solitary idle time that follows a period of hard work... many of them told us that without this solitary, quiet time, they would never have their most important ideas" (p. 347). One respondent actually began his interview with this statement: "I'm fooling around not doing anything, which probably means this is a creative period... I think that people who keep themselves busy all the time are generally not creative, so I'm not ashamed of being idle" (p. 352).

Incubation and the Writing Process

The core of the writing process is using writing to come up with new ideas. As Elbow (1972) has stated it, in writing, meaning is not what you start out with but what you end up with. Incubation is thus an important part of the writing process and might be an essential component of revision; at least some writers need to take breaks, breaks ranging from a few moments to several weeks or months.[2] I suspect, in fact, that one secret to coming up with good ideas through writing is understanding the importance of incubation and realizing that the process entails patient revision, takes time, and often requires some time off-task.

For many writers, good writing can't be rushed. Forcing writers to sit without a break and write nonstop denies the possibility of incubation: As Smith (1994) notes, "composition is not enhanced by grim determination" (p. 131). In fact, in-class writing assignments and sit-down written tests actually teach students that incubation is not part of the writing process.

I suspect that this false belief is one of the causes of writing apprehension and writer's blocks. Blocked and fearful writers may be under the false impression that writing should always flow and that hesitations are a sign of incompetence. Writer's blocks, however, may simply be signs that a problem has come up, and taking a break may help the subconscious solve the problem. This happens to me probably a hundred times a day: a problem with word choice, a discovery that I have contradicted myself, a vague malaise that the arguments are not in the right order. At least half the time, a very short break, even two minutes or less, is enough to solve the problem. And a solved problem often means new learning, a deeper understanding. In this sense, some "blocks" are good. (Note: I took five breaks in writing this paragraph, during which time I filed some papers, took some vitamins, and checked my e-mail.)

NOTES

1. Thus, a high achiever may finish a task in one year, while an average achiever might take two years. But the high achiever might have put in more than twice the amount of time, working two and a half hours a day, compared to the moderate achiever's one hour a day. Sloboda (1996) calculated the amount of practice time music students in the UK devoted in order to reach certain levels of performance, as measured by the national system of music examinations. Those who became high achievers put in much more time practicing, but there was no evidence for a "fast track" for high achievers. All groups took about the same amount of practice time to reach a given level. High achievers reached the levels at younger ages but they practiced a lot more. In fact, "there is a nonsignificant trend for high achievers to practice more than low achievers to reach a particular grade" (p. 112).

2. Smith (1994) points out that the kind of incubation discussed here may not be universal: "I cannot argue that the fallow period is essential, because a few writers seems capable of doing without it. They can write—at least by their own report—a certain number of words in a certain period of every day, and forget about writing the rest of the time... But many other writers have written graphically about their need for silent periods" (p. 126).

Stephen Krashen, Ph.D., is professor of education at the University of Southern California.

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Don't Get Frustrated, Get Answers!

Welcome to our new column, "The Grammar Guy." Richard Firsten, a noted grammar expert, is available to answer all those confusing grammar questions that you or your students come up with. Send your grammar questions or encourage your students to send their questions to Richard at ESLGrammarGuy@aol.com.

Dear Richard,

A student of mine really caught me the other day during class. We had just finished a few lessons on the passive voice, and she brought in a sentence that she'd come across that she thought was wrong. The sentence was "A Toyota Camry sells for about $19,000." Of course, my student wanted to make sure it was wrong to say "sells." She asked, "Shouldn't the sentence be 'A Toyota Camry is sold for about $19,000'?" And there I was, having to admit that both were okay, but that the sentence she'd come in with actually sounded better! The grammar book we use in class doesn't account for this at all. Help me, Richard. What's the explanation?

—Perplexed

Dear Perplexed,

That's quite an observant student you have. Good for her! What your student noticed was a verb that belongs to a very small class that some linguists refer to as "pseudo-passives." What's strange about those verbs is that they're in the active voice, yet their subjects can't do those actions. A Camry can't sell anything, right? It's just that these special verbs are active in form but passive in meaning. They're just an odd part of English. Some other verbs that act in the same way are *peel* (Bananas peel easily.), *measure* (The room measures 12' x 16'.), *weigh* (The turkey weighs 18 lbs.) and *test* (He tested positive for steroids.). There aren't many verbs that behave like this, so just tell your students that they exist, give them some examples, and leave it at that.

Dear Richard,

I'm about to give up! I always teach my beginning students that we place the adjective before the noun in English, so we say "fresh fish," not "fish fresh," right? Then, when I come home from the supermarket yesterday, I hear my husband ask me, "Did you buy the fish fresh?" I stop dead in my tracks and realize that his sentence is fine, but I don't understand what's going on. Can you tell me what's going on?

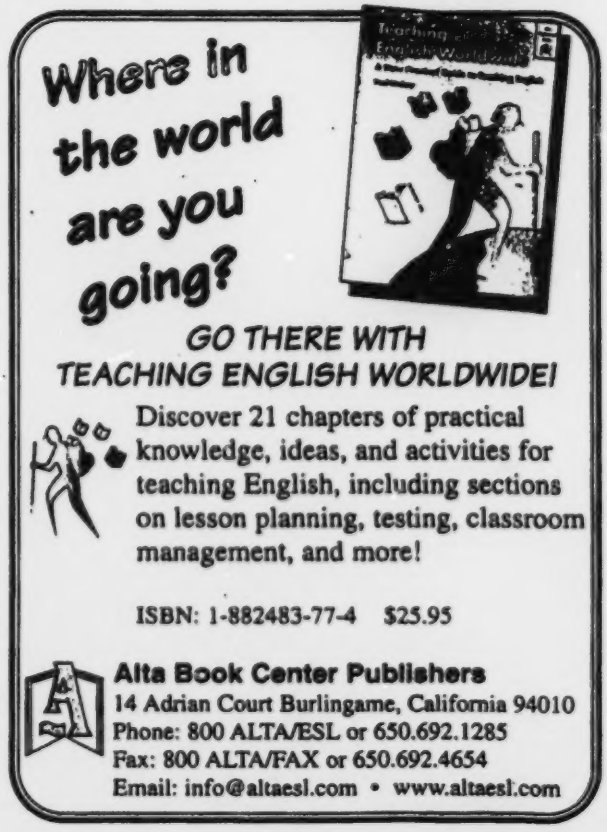
—Frustrated in Peoria

Dear Frustrated,

Your husband's grammar is in perfect working order—literally. His word order is just fine. Adjectives normally come before the nouns they describe; we all know that. But there's a pattern in which the adjective becomes a "direct object compliment," that is, it compliments the direct object of a sentence by describing it. This pattern always contains the following four elements: subject + verb + direct object + adjective compliment ([Did] YOU + BUY + THE FISH + FRESH?) You can see that "fresh" is the compliment of the direct object, "the fish." Here are some more examples for you (and keep in mind the four elements I've outlined): I consider the idea foolish. / They painted their house white. / He slammed the door shut. So don't be frustrated, Frustrated.

And now here's Richard's "Food for Thought." Let's see if you can figure out the answers to this set of questions. Please keep your answers short and concise, and send them in. If you come up with the correct explanations, *ESL Magazine* will print your answers and give you full credit! If we say "The Nile," why don't we say "The Lake Como"? If we say "The Hague," why don't we say "The Stockholm"? If we say "The Deep South," why don't we say "The Silicon Valley"?

Richard Firsten has been an ESL instructor and teacher trainer since 1973, specializing in grammar and methodology. He is the author of several books including student texts and teacher reference books. He currently teaches adult immigrants at Lindsey Hopkins Technical Education Center in Miami, FL. He may be reached at ESLGrammarGuy @aol.com.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Effective Reading Instruction for ESL Students

BY DAVID FREEMAN, PH.D. AND YVONNE FREEMAN, PH.D.

ESL teachers face many challenges, and one of the greatest is teaching their students to read effectively. In elementary and high schools recently, there has been an increased emphasis on reading instruction and reading test scores. Teachers are expected to bring all their students to grade level in reading, even students who do not read in their first language. Reading is also the key to success for adult ESL students as their teachers equip them with workplace or academic skills.

This emphasis on helping students at all levels develop reading ability represents a shift in ESL teaching methodology. Previously, the focus was on helping students develop oral language proficiency. It was assumed that students should understand and speak English first. Then they could be taught to read and write. However, considerable evidence suggests that students can develop both oral and written language simultaneously. There is no reason to delay instruction in reading and writing, especially since ESL students need literacy skills to succeed.

Effective ESL instructors teach language through academic or social content (Freeman and Freeman 1998). In doing this they provide students with the literacy skills they need. Here we offer a checklist for effective reading instruction (Freeman and Freeman 2000). Teachers we work with have used this checklist to evaluate how they teach reading in their ESL classes. We invite you to reflect on how you teach your ESL students to read. Are you following practices consistent with the checklist? If you are, you are providing your students with the best chance for success.

Valuing Reading

1. Do students value themselves as readers and do they value reading?

2. Do teachers read to students frequently from a wide variety of genres?

The first item on the checklist reflects the goal for all reading instruction: to help students view themselves as successful readers and see that reading is worthwhile. Many ESL students lack confidence. Some have had negative experiences with reading instruction. Teachers can help these students most by turning written language into the comprehensible input they need for academic language acquisition.

The second item suggests a good way to begin to make texts comprehensible: reading to students. Students enjoy hearing a story or article read by a competent reader. A good reader makes the written language comprehensible by using intonation, gestures and pictures. Elementary teachers often use big books with engaging stories and supportive pictures that all the students can see. Teachers of older students can select short, relevant passages from magazines and newspapers to read to their students. Another way many teachers support readers is by making audio tapes of stories or articles. Students can listen on headsets as they read the text.

It is important to expose all students to both fiction and nonfiction so they can develop the academic language of different content areas. Teachers can also read with their students using songs, chants, and even recipes written up on chart paper. A useful technique to help students read different kinds of texts is writing and reading a language experience story. After a field trip or other experience, students retell the event and the teacher writes their sentences on the board or chart paper. Then the class and teacher read the story back together. In the process, students build confidence in themselves as competent readers of English.

Even when students learn how to read, they may spend very little time reading. They do not regard reading as important or enjoyable. One challenge for ESL teachers, then, is to get their students "hooked on books." Some teachers pair students to read together. A more proficient reader can help a reading buddy as the two enjoy a book together.

Another effective way to involve students in reading from various genres is to choose topics of interest to them. Francisco, an elementary ESL teacher in a coastal town, developed a unit on oceans to hook his students. Francisco found many opportunities to connect this theme to his students' experiences. They were especially fascinated with ocean animals. Books about dolphins, sharks and whales were their favorites. Since his students read books around a theme that connected with their lives, they began to see the benefits of reading.

Francisco reads to his students every day. But he also provides time for them to read books that they choose. Krashen (1993) has summarized extensive research that shows that free voluntary reading results in great gains in English proficiency. Through extensive reading, ESL students become more proficient readers. The more Francisco's students valued reading, the more they came to

value themselves as readers.

Becoming Independent Readers

3. Do students see teachers engaged in reading for pleasure as well as for information?

4. Do students have a wide variety of reading materials to choose from and time to read?

5. Do students make good choices and read a variety of genres for authentic purposes?

The next three items on the checklist lead students toward becoming independent readers. While Francisco's students read, he also reads. Sometimes he might prefer making his lesson plans or responding to student writing, but he realizes how important it is for his students to observe him reading books that genuinely interest him. Students come to value reading when they see that people they admire, their teachers, also value reading.

It is important for teachers to provide students with time to read and many high quality books to choose from. There are many excellent picture books for younger readers, but a real challenge is to find books for older readers. Mary, a high school ESL teacher, has collected over 200 books and magazines of varying difficulty for her students to read during a daily 20-minute silent reading time. Mary helps struggling readers pick out texts that are high interest that they can read.

Finding limited-text books for adult beginning readers can be difficult. The books must include content that is of interest to an adult but is still possible for a beginner to read. Books such as those in the series written by Ann Morris fit the requirements (see sidebar p. 20). They contain photographs rather than pictures of children, and they deal with universal themes. For example, one book shows how people all over the world eat bread and another compares houses from many cultures. Books like this appeal to readers of all ages. In addition to published books, the books that students write also serve as a rich reading resource for their classmates.

Some students, even when they have many good books to choose from, make poor choices. Ann, a resource teacher at an elementary school, recognizes that part of her job is to teach her ESL students how to make good choices. When they have Sustained Silent Reading time(SSR), her students know that they should always have three books available: one that is challenging, one that is about right, and one that is a little easy. Then, depending on the day, students can choose from among these books. As Ann moves around the room listening to children read to her, she nudges students who need to choose more difficult texts or texts from different genres.

Making Meaning

6. Do students regard reading as meaning making at all times?

Question six is extremely important. Students who read well know that reading is not just calling out words. Rather, reading only occurs when readers are constructing meaning. The recent emphasis on phonics and phonemic awareness for beginning reading has caused some students and their teachers to focus more on sounding out than on making sense of texts.

Phonemic awareness is the ability to perceive and manipulate the sounds (phonemes) that make up words in oral language. The claim is that beginning readers who have greater phonemic awareness become better readers than those who lack phonemic awareness. Although some early research seemed to point to the importance of phonemic awareness, recent research has shown that drilling students on sounds and letters does not result in any improvement in reading comprehension.

One problem with the focus on phonemic awareness and phonics for ESL students is that phonemes vary from one language to another. For example, in English "d" is one phoneme and "th" is another. A minimal pair of words that differs only by these sounds is "den" and "then." However, in Spanish, the "d" sound and the "th" sound are allophones of one phoneme. In a word like "dedo" (finger or toe) the first "d" has a "d" sound, and the second one has a "th" sound. Spanish speakers ignore this difference between the "d" sound and the "th" sound because it never makes a difference in meaning. However, a Spanish speaker learning English may assume that a sound that doesn't make a difference in meaning in Spanish won't make a difference in English either. This is why it is so important for readers to focus on meaning, not just sounds.

A second problem for ESL students is that phonemic awareness exercises and tests often use nonsense words. This causes students to focus on sounds, not meaning. For second language learners, nonsense words are especially hard because the student may not know if the word is a nonsense word or not.

The biggest problem with a focus on sounds is that time spent on tests and

Checklist for Effective Reading Instruction

- ✓ **Do students value themselves as readers and do they value reading?**
- ✓ **Do teachers read frequently to students from a wide variety of genres?**
- ✓ **Do students see teachers engaged in reading for pleasure as well as for information?**
- ✓ **Do students have a wide variety of reading materials to choose from and time to read?**
- ✓ **Do students make good choices and read a variety of genres for authentic purposes?**
- ✓ **Do students regard reading as meaning making at all times.**
- ✓ **Are students effective readers? That is, do they make a balanced use of all three cueing systems?**
- ✓ **Are students efficient readers? That is, do they make a minimal use of cues to construct meaning?**
- ✓ **Do students have opportunities to talk about what they have read, making connections between the reading and their own experiences?**
- ✓ **Do students revise their individual understandings of texts in response to the comments of classmates?**
- ✓ **Is there evidence that students' writing is influenced by what they read?**
- ✓ **Are students provided with appropriate strategy lessons if they experience difficulties in their reading?**

exercises of phonemic awareness and phonics is time taken away from actual reading, and a great deal of research points to the importance of spending time on meaningful reading. Krashen has shown that students acquire a second language when they receive comprehensible input. When ESL teachers help students make sense out of written texts, they provide this input. The key is to keep the focus on meaning.

Effective and Efficient Readers

7. Are students effective readers? That is, do they make a balanced use of all three cueing systems?

8. Are students efficient readers? That is, do they make a minimal use of cues to construct meaning?

Proficient readers are both effective and efficient. Just as a car must fire on all cylinders to run well, a reader should use all the cues available to make sense of texts. Effective readers rely on their background knowledge. That is why teachers like Francisco choose topics his students are familiar with. Good readers also use cues from three systems—graphophonics, syntax, and semantics—to make meaning. Graphophonics is knowledge of letters and sounds. Syntax is knowledge of word order. And semantics is knowledge of what words mean and what words commonly go together (like "baseball" and "bat" or "team"). This knowledge in all three areas is too complex to be learned as the result of direct teaching. Instead, students acquire knowledge of written language as they listen to teachers read, read with teachers and classmates, and read independently.

Proficient readers are also efficient. Too often, ESL students labor over books, often looking up the meaning of many words. In fact, they may focus so much on the parts of a book that they miss the point of the whole story or article. Efficient readers make the minimum use of cues necessary to comprehend a text. That is, good readers know that meaning is the goal of reading, so they don't labor over every word if the text is making sense to them. Teachers can help students realize that they don't need every word to understand a text. For example, they might have students do a Cloze exercise. They give students a passage with blanks for some words and have the students work together to decide what words go in the blanks. The Cloze exercise helps students use cues from the text to make sense of reading without stopping to look up words or asking the teacher what words mean.

The Social Nature of Reading

9. Do students have opportunities to talk about what they have read, making connections between the reading and their own experiences?

10. Do students revise their individual understandings of texts in response to the comments of classmates?

11. Is there evidence that students' writing is influenced by what they read?

The next three questions reflect the social nature of reading. As they read, students construct meaning. Meaning depends on both the text and the students' background knowledge and purposes for reading. When students are given opportunities to talk and write about what they have read, they often rethink the meaning they have made. They reshape their individual understandings to match more closely the meanings their teacher and classmates have constructed. This is especially important for ESL students who may have different background knowledge than their classmates have.

Talking and writing about our experiences helps us understand them better. For example, when we go to a movie, we understand it to some degree, but then as we talk about it with our friends, we gain new understanding. Sometimes details are added or misconceptions are cleared up. We want to give ESL students this same opportunity, and that's why it's so important for them to talk and write about what they have read. In addition, we often see that students' writing reflects features from their reading. They begin to use some of the same ideas, vocabulary and techniques as the authors they read.

Teaching Reading Strategies

12. Are students provided with appropriate strategy lessons if they experience difficulties in their reading?

Sometimes ESL students in even the best classes have trouble reading. Usually, they just need more time. When teachers read to and with students daily, most start to read by themselves. However, students can also benefit from specific lessons designed to help them make a more balanced use of the three cueing systems. Reading strategy lessons include activities such as read and retell and cooperative Cloze (Brown and Cambourne 1987; Harvey and Goudvis 2000). Strategy lessons are taught to the whole class or small groups in response to a need those students have. The brief lessons use authentic texts and engage students in meaningful activities.

It is crucial for students of all ages to become proficient readers because so much of their success depends on their ability to make sense of texts. Teachers who refer to the "Checklist of Effective Reading Instruction" provide their ESL students with every chance to become successful readers. We invite you to try the Checklist with your students.

David and Yvonne Freeman teach at Fresno Pacific University. Yvonne is the director of Bilingual Education and the MA in Literacy in Multilingual Contexts, and David is the director of the TESOL program. They have written extensively about effective practices for ESL and EFL students.

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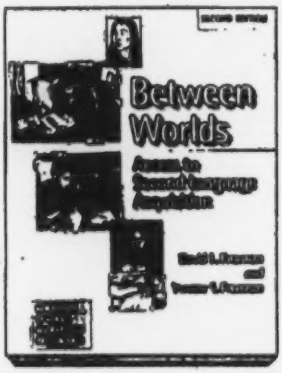

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CONFLICT RESOLUTION

What Teachers and Students Should Know

BY ANITA WENDEN, ED.D.

We are mostly peace illiterates all but helpless to deal with conflicts. Is it imaginable that we would graduate students from high school or college without ever teaching them math and say, good luck, go muddle through? That's how we do it regarding conflicts: we graduate muddlers and then we ask in false amazement why (the country) is so violent. (McCarthy 1992).

In his column in the Washington Post, McCarthy calls attention to the need for formal education in conflict resolution. Few people today would disagree with him. More and more, government and community leaders, diplomats and teachers consider conflict resolution education essential for addressing conflict in their spheres of influence. Underlying this belief in the importance of conflict resolution is a commitment to nonviolence, a value that rejects the use of physical and psychological force and aggression as tools to achieve one's goals or as a means of resolving differences. Nonviolence actively opposes actions and attitudes that demean and brutalize others and the earth and supports those values and expressions that foster human solidarity. Conflict resolution is an expression of this value.

ESL teachers may find conflict resolution particularly important and challenging because their classes are usually comprised of students from different cultures. Cultural differences can lead to conflict in the classroom. For example, students from a culture in which they are relatively passive in the classroom and spend most of their time listening to the teacher may resent students from another culture who are more active and vocal and who monopolize "airtime" in the class. A teacher may experience conflict with students who, from their perspective, are helping each other as classmates should but who, from the teacher's perspective, are cheating. These types of cultural differences make conflict resolution education especially important in the ESL classroom.

Teachers who plan to help their students become conflict literate

need to become aware of their own views about conflict. There are four key ideas in conflict literacy that teachers should understand and should help their students understand.

Key Ideas in Conflict Literacy

The Unavoidability of Conflict

Conflicts are an inevitable part of life. They reflect the complex and sometimes inconsistent wants, values and expectations of individuals and groups. Conflicts can occur on different levels. Interpersonal conflicts occur between strangers, acquaintances, friends, parents and children. It is a rare day for most of us when we do not experience some conflict, even if it is only a trivial one. As for intergroup and international conflicts, the media report these on a daily basis. There are conflicts between groups within countries and conflicts between countries and regions. These conflicts may be ethnic, racial, political, economic, ideological or religious in nature.

Causes of Conflict

Conflict occurs when two or more people or groups who interact perceive threats to their resources, needs, or values (Kreidler 1984). These perceptions may be based on fact or they may be the result of stereotypical thinking. Because of biased views we have developed about a person or group, we may perceive a threat that doesn't really exist.

Resources such as oil or access to a port may be at stake in international conflicts. Resources such as jobs, education or a better neighborhood may lead to conflicts within a country between ethnic or racial groups. Even within families, there are disputes over resources: money, time, or television rights. In the classroom, resources such as materials, computer time or the teacher's attention may spark conflict.

Needs or interests may also be at the heart of a conflict. Youth gangs in urban areas who engage in violent and mortal conflict have confessed that in addition to the need for survival, it is the need for "thrills" that drives them. Environmentalists who strive for the preservation of endangered species such as the spotted owl are interested in maintaining a biologically diverse environment. Forest workers who oppose them need jobs. The need for power, national security or national sovereignty often lies at the root of international conflict. The need for friendship or self-esteem may lie at the root of children's conflicts or conflict in the classroom.

Conflict can also arise over something more basic than personal or group needs: values. These are cultural standards by which individual and group behavior and thinking are judged as correct and appropriate. Values are at the heart of our deeply held beliefs and the goals that we pursue. Very often conflicts over the "best way" of teaching, raising children, or governing a country are, in fact, value conflicts. Conflict can arise over values in the classroom, too. For example, a group of ESL students from Japan may value solidarity over self-expression. In this case, the teacher trying to arrange a class debate may encounter resistance.

Responses to Conflict

How do individuals respond to personal conflict? Do they try to avoid it? Do they argue, compromise or give in? How do they react when they observe conflict between friends, siblings or parents? Are they likely to step in and act as mediators? And if they do, what approach will they use? Kreidler (1984) lists five approaches that teachers typically use in dealing with conflict in a classroom. These same responses to conflict may be observed in any setting:

- A no nonsense approach is firm about the behaviors that are expected of those involved.
- A problem solving approach sees the conflict as a problem and seeks to find a solution.
- A compromising approach seeks to have each one give a little.
- A smoothing approach seeks to keep things calm and smooth, directing attention to other things.
- An ignoring approach lets it go on without any interference.

Successful Outcomes of Conflict

Figure one summarizes the four possible outcomes of a conflict between two parties. It is important to understand that conflict is not competition. In a competition, the winner is the person who follows the rules and exhibits the necessary superiority for a particular competition. In a sports competition, the winner is the one who is physically more skillful. In a war, it is the country with the most powerful weaponry and the skill to use it. Built into the rules of competition is a win-lose outcome: one person wins and all the others lose. When a conflict is resolved and one party is the winner and one the loser, we may assume the conflict has been resolved like a competition.However, if one gains at the expense of the other's loss, then the outcome of that conflict is not successful.

The four possible outcomes of a conflict between party "A" and party "B"

	"A" gets what she wants	"A" doesn't get what she wants
"B" gets what he wants	WIN-WIN	LOSE-WIN
"B" doesn't get what he wants	WIN-LOSE	LOSE-LOSE

Figure 1

For a conflict to be resolved successfully, both parties need to enter into it as a cooperative enterprise. They must strive for a win-win outcome. This does not mean necessarily that either one has to give up their goals but that they should strive for a mutually acceptable outcome. All parties involved must have gained something. All parties need to win although this may require a mutual readjustment of their original positions. In fact, the experience of negotiators is that the long-term gains of a win-win outcome will make up for the short-term sacrifice of some aspect of one's original position. Of course, in the case of a lose-lose outcome, neither party will gain anything.

Tasks to Educate for Conflict Literacy

Teachers who want to educate their students about conflict resolution can use the following tasks to help students understand conflict and learn to resolve it.

Preparatory Task: Develop an Inventory of Conflicts

A basic resource for carrying out the tasks that follow is an inventory of conflicts from your experience and your students' experiences. The suggestions listed below will help you develop this inventory. As you collect these accounts, be sure that they include answers to these questions:

- Who was involved in the conflict?

- What did each party in the conflict say they wanted? Why?
- How did the parties feel about the situation and one another? Hostile? Cooperative?
- How did they resolve the conflict?

The Teacher's Conflict Inventory
1) Work with the class as a whole and have students list conflicts they have been a part of and/or observed? As students tell about their conflicts, encourage them to respond to the questions for analyzing a conflict listed above.

2) Of course, students may not be forthcoming in large groups. Therefore, you may conduct interviews with small groups of students. This would allow for deeper probing that would flesh out a conflict.

3) Collect and summarize accounts of conflicts reported in the media—local, national and international.

4) Keep a journal of conflicts you observe or in which you are involved for a period of five or ten days.

The Students' Conflict Inventories
1) Ask students to write in a journal for a period of five or ten days about conflicts they observe or in which they are involved.

2) Have students collect accounts of conflicts reported in the media—local, national and international—and report these to the class.

Task 1: Unavoidability of Conflict
1) Ask students to think about the conflicts they have experienced or observed and discuss the following:
- Can conflict be avoided?
- Should one be ashamed of being involved in a conflict?

2) In the discussion, the teacher should point out that conflict is unavoidable and occurs on many different levels: between individuals, groups, countries, etc.

Task 2: Causes of Conflict
1) Using your inventory of conflicts, give students a handout with several conflicts that illustrate the various causes of conflict: resources, needs and values.

2) Ask students to discuss in groups the causes of the conflicts and report on their discussions.

3) Use their reports to help them see how the three causes differ and how these causes are layered. That is, underlying a conflict for resources are basic needs and sometimes values.

Task 3: Response to Conflict
1) Give students a handout on which three conflicts from your inventory are listed and ask them to decide what would be the best way of responding to each conflict and why.

Should the teacher...
....be firm and tell students exactly how they should act?
....try to have the students compromise—each one giving a little?
....help students define the problem that has caused the conflict and seek a way to solve it?
....try to keep things calm and smooth and direct students' attention to other things?
....let it go on without any interference?

2) Use the students' responses as the basis for a class discussion that identifies and evaluates common responses to conflict.

Task 4: Outcomes of a Conflict
1) Prepare a handout using one of the conflicts from your inventory and write four versions, each one illustrating one of the outcomes illustrated in Figure 1: win-win, win-lose, lose-win, lose-lose.

2) Ask students to consider the conflict and decide what may happen in the future as a result of each of the conflict outcomes. Then, have them determine which outcome may be the most successful and why.

Making the Effort to Teach Conflict Resolution
For ESL/EFL teachers, conflict resolution education provides a wonderful opportunity for authentic communication among students. Students can talk about what they have observed and experienced and can share their opinions about conflict resolution. Moreover, if learning is to take place in the classroom, then conflicts must be resolved successfully. Tension and strife only inhibit learning. Finally, if students are to succeed in life outside the classroom and in the future, they must learn to resolve conflict. ESL teachers and other school personnel cannot ignore the need for conflict resolution education. If educators limit their efforts to teaching language and academic subjects, they may be depriving students of life skills they need in order to use their new language and knowledge successfully in life.

Anita Wenden, Ed.D., is director of Peace Education and Research for Earth & Peace Education Associates (EPE). She teaches in the ESL program, the program in Cultural Diversity, and in the college-wide writing program at York College, City University of New York.

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Thomas Nixon's

Employment Focus

A Bright Future with Fulbright

Sometimes teaching abroad through a government program rather than on your own is alluring to ESL teachers because of the added security. Understandably so. Have you thought about the Fulbright Program? I know that many will immediately think about the program for scholars. However, Fulbright also offers a Teacher and Administrator Exchange Program.

This program is geared toward elementary, secondary, junior/community college, and university teachers. It's important to note that while Fulbright has a program for each of these levels, not all countries accept all four levels. For example, the Republic of Ireland is only interested in high school social studies or science teachers.

Many of these countries are looking specifically for people with second language training and experience. Some examples are Morocco, Spain, Turkey, Poland, and Senegal. More than half of the countries (16 out of 31) that participate in the program are specifically looking for ESL/EFL teachers and/or teacher trainers.

Exchanges are available in Argentina, Benin, Brazil, Bulgaria, Canada, Chile, Colombia, Czech Republic, Estonia, Finland, France, Germany, Hungary, Republic of Ireland, Israel, Italy, Latvia, Mexico, Morocco, Norway, Peru, Poland, Romania, Senegal, Slovak Republic, South Africa, Spain, Turkey, the United Kingdom and Zimbabwe.

To qualify for this program, you must have at least three years of full-time teaching experience. Unfortunately, the full-time part cannot be waived. You must be fluent in English and hold at least a bachelor's degree. You must hold a current teaching position and have your administrator's approval to participate in the program. Two-thirds of the host countries do not require you to speak a language other than English.

Remember, this is a teacher exchange. Your school must be willing to accept a teacher for that year as well. In addition, your school still pays your salary. In theory, this shouldn't be a tremendous obstacle. Although they're paying you while you're on the exchange, there is another teacher in your classroom. Make sure that all of these points are clarified with your administrators before accepting an exchange.

It is certainly possible to bring your family with you. However, with the exception of Spain, the host country will not pay for their transportation. Some exchangees trade houses with their counterparts for the year. Others find their own accommodations.

If you can't go for an entire academic year, consider Argentina, Brazil, Italy, Mexico, Morocco, or Peru which all offer short-term assignments, from six weeks up to an entire semester.

To find out more about Teacher and Administrator Exchange Program, visit their Web site at http://www.grad.usda.gov/info_for/fulbright.cfm. In particular, check out the FAQ section available from that page. It offers the answers to many of your questions.

Thomas Nixon is editor of the TEFL Connection and can be contacted at editor@teflconnection.com.

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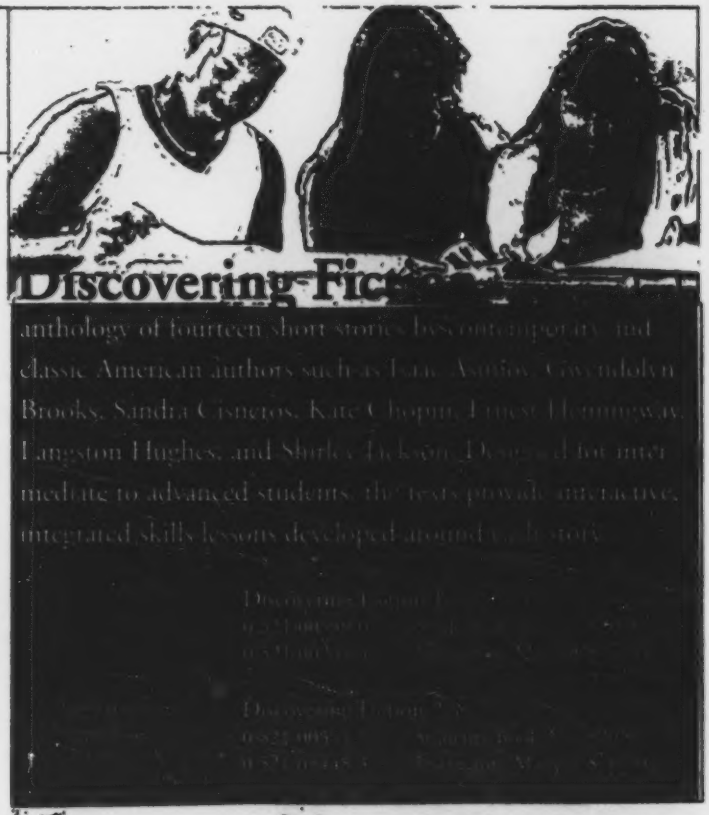
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Instruction by Design

BY ABBIE BROWN, PH.D.

Well-designed, visually pleasing instructional materials really do benefit learners. The design of handouts, bulletin boards, Web pages and PowerPoint slide presentations affect students' attitudes toward the subject matter. Well-designed materials increase students' confidence in and respect for the instructor and the instructional setting. Good visual design may be especially helpful for students in language-acquisition settings, where effective graphic display may supplement cues native speakers would derive from pure text.

The basic principles of visual design are well articulated in a brief book that is widely used in introductory instructional design courses. *The Non-Designer's Design Book* by Robin Williams (not the actor) is a must-read for anyone who has to create anything in print or on screen for another person to see. Ms. Williams covers four basic principles of visual design: contrast, repetition, alignment and proximity (referring to the acronym they create as "unfortunate"). Following these four basic principles almost always improves design dramatically.

- **Use Contrast** to distinguish disparate elements of a design. For example, make headings stand out from body text by using very different typefaces (fonts) for each.
- **Use Repetition** to convey a sense of deliberate and carefully planned design. Simple elements used over again give the design a unified feeling (for example, a large graphic used on top of a page might be used again at the bottom of the page as a small repeating graphic that forms a line).
- **Use Alignment** to lead the reader through the design (this is sometimes called "flow"). Nothing should be incorporated into the design without careful consideration of its placement. One common alignment strategy is to have all the headings line up with each other, with indented sub-headings and/or body text beneath each heading.
- **Use Proximity** to place together elements that relate to each other, creating one or more "visual units" within the larger design that help organize the information (for example, a picture of two people shaking hands and text with common greetings might be placed near each other to create one visual unit of a bulletin board that teaches phrases for everyday activities).

I would add two tips that always seem to make my printed and on-screen media more attractive and memorable:

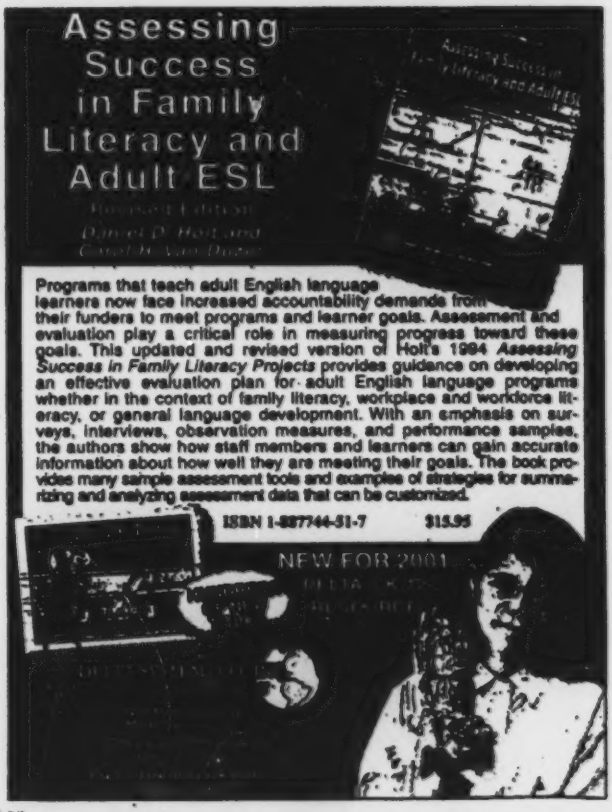
- **Do not be timid about "negative space"**—that is the empty or "unused" space within a visual design. It is important to make good use of negative space by resisting the urge to fill it with text or graphics: a page, wall or screen that is completely filled with text and graphics is difficult to read.
- **Make use of faces.** Human beings are naturally drawn to faces. How many billboards and cereal boxes attract your attention quickly because they feature faces? Make use of this by incorporating some kind of face graphic as one of the largest elements of your design.

Finally, do what most visual design professionals do: look at examples of other designers' work. Design is both an art and a science, and there are trends and fashions within the design world. There are magazines on most newsstands that deal specifically with visual design (e.g., *Applied Arts*, *Adobe Magazine*, *Communication Arts*). Also, the full-page advertisements in popular magazines like *Time*, *Newsweek*, *The New Yorker* and *Rolling Stone* can be a wonderful source of inspiration. One of the more popular Web sites dealing with screen design is Vincent Flanders' Web Pages That Suck.com (http://webpagesthatsuck.com/). The site contains examples of good and bad design and some interesting design-oriented articles and links. Looking at what the professionals do may inspire you to create materials with fresh instructional design that enhances rather than inhibits your message to your students.

REFERENCES: Williams, R. 1994. *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Berkeley, CA: Peachpit Press.

Our guest columnist Abbie Brown, Ph.D., is currently assistant professor of educational technology at Washington State University. She can be reached at abbie_brown@wsu.edu.

Joy Egbert teaches ESL and technology at Washington State University and can be reached at jegbert@wsu.edu.


Assessing Success in Family Literacy and Adult ESL
Programs that teach adult English language learners now face increased accountability demands from their funders to meet programs and learner goals. Assessment and evaluation play a critical role in measuring progress toward these goals. This updated and revised version of Holt's 1994 Assessing Success in Family Literacy Projects provides guidance on developing an effective evaluation plan for adult English language programs whether in the context of family literacy, workplace and workforce literacy, or general language development. With an emphasis on surveys, interviews, observation measures, and performance samples, the authors show how staff members and learners can gain accurate information about how well they are meeting their goals. The book provides many sample assessment tools and examples of strategies for summarizing and analyzing assessment data that can be customized.
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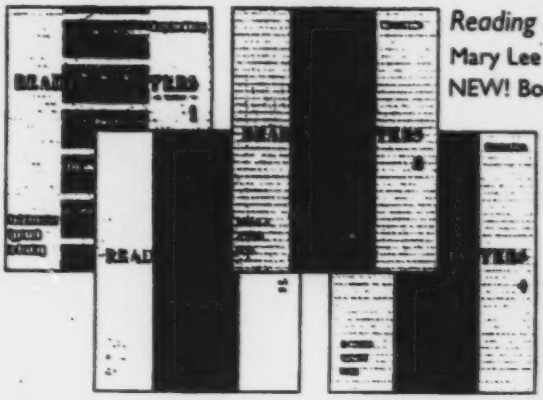

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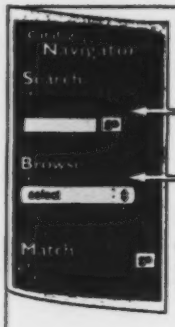

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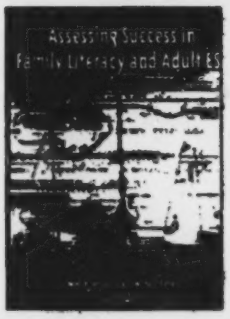
Measuring Success in Adult ESL Programs

Assessing Success in Family Literacy and Adult ESL, Revised Edition

Edited by Daniel Holt and Carol Van Duzer

National Center for ESL Literacy Education, Center for Applied Linguistics and Delta Systems Co., Inc., 2000

Assessing Success in Family Literacy and Adult ESL is a practical manual for the development of assessment plans for adult literacy and ESL programs. It is timely and important given the recent trend toward increased accountability in adult ESL. Whereas the previous version emphasized assessment for family literacy programs, the new version addresses assessment for adults learning English in a variety of program types.



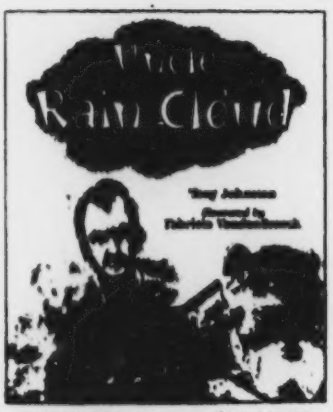
The manual begins by clarifying the difference between assessment and evaluation and factors to be considered for each. According to this guide, assessment "refers to the use of instruments and procedures to *gather data* on a regular basis." Examples are learner needs assessments and activities documenting learner progress. Evaluation "refers to the *integration and analysis of assessment data*" at given points "for purposes such as interpreting learner needs and determining the success of a program." The manual then describes and gives examples of the stages of assessment and evaluation: program assessment planning via a planning process model (Chapter 2), initial assessment (Chapter 3), assessing progress (Chapter 4), and methods for collecting, analyzing, and reporting alternative assessment results (Chapter 5).

Given the wide variety of adult ESL programs and learners within those programs, *Assessing Success in Family Literacy and Adult ESL* advocates the use of multiple measures. Assessment and evaluation approaches should be tailored to the needs of the learners. It also encourages the implementation of alternative approaches in conjunction with standardized measures. It lists practical strategies for finding appropriate standardized tests and even gives names of typical standardized tests used in adult level ESL.

This manual provides real life examples of every type of assessment that is discussed. In the discussion of evaluation objectives, it gives concrete examples such as the following objective that uses alternative, non-standardized assessment measures: "After one year participants will increase by at least four the number of literacy activities they do with their children as assessed by individual interviews." In Chapter 3 there are five examples of needs assessment forms, and in Chapter 4 there are 12 examples of assessment forms to measure progress. These include ways to assess progress of the beginning literacy learner, the most difficult task in adult education. The book describes and gives an example of a checklist of literacy behaviors that can be documented and compared over time in order to see emergent skill development. Other examples of assessment tools include observation measures, interviews, learner profiles, performance samples and self- assessment questionnaires. A method for assessment of non-linguistic outcomes—such as an increase in learner confidence, participation, and transfer of what is learned to real life situations—is also described. The text describes how to attach numerical values to descriptors in these areas in order to facilitate data analysis and reporting requirements. There are also samples of graphs and charts for the purposes of collecting and reporting data. One example demonstrates how to collect data from writing samples and then analyze it using simple frequency counts.

While *Assessing Success in Family Literacy and Adult ESL* gives multiple ideas and examples for assessing success in adult ESL programs, as a practitioner in the field, my concern is how realistic some of the strategies are considering the limited staff and time there are in most adult education programs. Hopefully with more accountability, programs will receive the necessary support to implement meaningful assessment strategies such as those described in this valuable book.

Gretchen Bitterlin, ESL Resource Instructor, Continuing Education Centers, San Diego Community College District.



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English Language Education in Japan

BY HIDEKO OGOSE

Exciting changes are taking place in English language education in Japan. English is more important in Japan now than at anytime since it was reinstated in high schools and universities after World War II. For the first time, foreign language will be a compulsory subject at the junior high school level. So far it has been optional (although English is taught in 99% of the junior high schools throughout Japan). Among the foreign languages, English is most strongly recommended by the Ministry of Education, Science, Sports and Culture (MOE). In addition, English will be permitted as an optional subject in elementary schools. To date it has not been officially permitted and the MOE has opposed English education at the elementary level. These latest educational reforms were published in December 1998 and will take effect in April 2002. In addition, from what I have observed in my work at a publishing company whose main products are English textbooks and workbooks, the number of people who would like to improve their English has been increasing.

Why These Recent Changes?

One reason for the renewed emphasis on English is Japan's globalization and deregulation, bringing international communication into Japanese companies. English has been used mainly in business, especially in international trading companies or major banks. Most companies in Japan have been gradually internationalized to some extent, so they now require Japanese workers to have a good command of English. Almost every major company seems to be using the Test of English for International Communication (TOEIC) scale to judge their workers' English communication skills, and every worker needs a high score in order to get a promotion. That motivates them to study English and use it to communicate with others.

Another reason that English is becoming more important is that Japan is just opening its eyes to other Asian countries where English is one of the official languages. Since World War II, Japan has rebuilt and modernized itself, catching up with the United States and the western nations. In doing so, Japan has tended to identify itself as one of the western nations. But times have changed and we have been surprised to discover the people of other Asian nations communicating easily with other cultures through English. Unlike such Asian countries as India, Malaysia, and Singapore where English is one of their official languages, Japan hasn't adopted English as an official language. However, in this information technology age, Japan is facing the reality that English is used as a common language worldwide and is not only the language of native speakers. It is an international language that has maybe 100 million speakers all over the world.

The need for English has also increased as many more people in Japan are using the Internet. In addition, as the number of foreigners coming to Japan increases, many more Japanese have come to realize the importance of learning and being able to communicate in English.

Attitudes to Challenge

Most people in Japan can do without English in their communities, so English language teaching in Japan is different from that in the United States or other countries where people are exposed to English outside the classroom. English is still considered a "foreign language," not an "international" or "second language," not one of the "world languages" or "common languages." Unfortunately, English education in Japan is built upon this mindset, which undermines our efforts to improve our English skills, especially our speaking abilities. We think we should have the fluency and pronunciation of native speakers and feel that as long as we don't have these, we aren't qualified to speak English.

Further inhibiting our efforts are several Japanese cultural values: 1) perfectionism or a great fear of making errors; 2) modesty or shyness; and 3) "collectivism" or group identity which leads to a fear of being different from others and can inhibit the expression of ideas in front of others. All of these attitudes are constraints from which we must be freed to progress in our use of English.

These negative attitudes that limit our acquiring English would be overcome if we thought of English as an international language that is spoken by many people with various cultural backgrounds. We should not be afraid of making mistakes and should consider it acceptable to speak English with Japanese accents as long as we can be understood. We would make more progress if we stopped trying to be exactly like native speakers and felt relaxed about talking in our own, slightly different way.

English in Schools

In Japan, we have nine years of compulsory education, that is, six years of elementary school for ages 6-12 and three years of junior high school for ages 12-15. Compulsory education has been strictly controlled by the MOE in Japan. Recently it has been gradually deregulated, but many regulations remain—for example, all schools have to select their textbooks from those authorized by the MOE. Schools cannot make their own decisions regarding curricula or class sizes.

This is true of English language education as well. English is taught the same way in almost every school—that is, based on the authorized textbooks, three hours per week, with only one Japanese English teacher to a maximum of 40 students. There are sometimes native English-speaking teachers, but not often, usually once a month or once a week at most.

We start learning English at the junior high school level and study it for three years. We study English for only three hours a week on average in public junior high schools (one school hour is actually 45 minutes long) and at most four hours a week. That adds up to 105 hours per school year. Most English teachers complain about this and would like to have more instructional time, for example, at least one hour a day or more. As of now it does not seem that this will be accomplished.

The "Translation method" of language instruction has been the predominant method in junior high schools for a long time. However, this has been changing in the last decade, and the "Communicative method" has been flourishing among teachers of English. Their philosophy has changed from "English language teaching for knowledge about English" to "English language learning for communication through English."

The number of good English teachers has been increasing—teachers who think of English as a tool for global communication and who are able to communicate with other people in English. These tend to be the younger teachers who have a good command of English and know that communicating with other cultures is a valuable and enjoyable experience. They are also creative, producing various kinds of teaching approaches or language activities, for example, original role-playing, original communication games, using movies, etc. However, they are still the minority.

Many other English teachers are still using the old way of teaching. This consists mainly of students reading the text aloud together, translating it into Japanese sentence by sentence, and then answering the pattern practices in the textbooks. This is particularly true in senior high schools.

Unfortunately and amazingly, most students seem to be satisfied with this old teaching style because they don't have to say what they think in front of the class and they don't stand out. I've heard from a lot of native English-speaking teachers that their students aren't happy speaking aloud in front of the class and that most of them are embarrassed when spoken to in English. This occurs because they aren't accustomed to making speeches even in their native language, Japanese. The subject "language arts" or "Japanese" consists mainly of reading and comprehension. The skills of speaking or listening have traditionally been disregarded in Japanese class. This might be partly because of one of our old characteristics: the virtue of modesty. In other words, "A tall tree catches much wind."

Trying to be "Communicative"

As it stands, the kind of English lessons we have in Japan are still far from improving communication. Of course, we aren't satisfied with the current situation and have been discussing why our English education hasn't been effective and how we should change it. One positive outcome of our efforts was an original program called the Japan Exchange and Teaching Program (JET). This program invites young college and university graduates from overseas to participate in international exchange and foreign language education throughout Japan. The JET Program is co-sponsored by the Ministry of Foreign Affairs, the MOE, the Ministry of Home Affairs and local governments throughout Japan in cooperation with the Council of Local Authorities for International Relations (CLAIR). Teachers invited by JET are called assistant language teachers (ALT) or assistant English teachers (AET). The JET Program was started in 1986, and more than five thousand people are dispatched all over the country every year. Those who are interested should contact http://ny.cgj. org/jet/ or those who would like to apply should call 1-800-INFO-JET or send an e-mail with your name and address to nancy@ny.cgj./org.

In the Near Future

English education is going to be introduced in many elementary schools in Japan, but we've got to answer some important questions such as what to teach, how to teach, who will teach, etc. As of now the answers depend on each elementary school, that is, they can make their own decisions regarding English teachers, textbooks or other materials, teaching methods or approaches, etc. Because English education at the elementary level will not be a compulsory subject, it will not be regulated by the MOE.

Many elementary schools have already begun offering English education on their own. They often ask ALTs for advice about their curricula, fun activities, etc. One report said that English is taught in approximately 20% of the elementary schools in Japan, that is, 24,000 schools. After 2002, the number of schools offering English education will increase sharply, and many more ALTs may be needed from abroad. This will promote intercultural communication among teachers in elementary schools. If these teachers can overcome the attitudes that inhibit language learning and feel more freedom in using English, the students of Japan will have a good start toward learning and having fun communicating in English.

Hideko Ogose, M.A., is a managing editor in the English Book Department at ALC Press, Japan. She is the author of papers including On the Perceived Role of English as an International Language in Elementary Schools, Aoyama International Communication Studies, Vol. 2 (1998).

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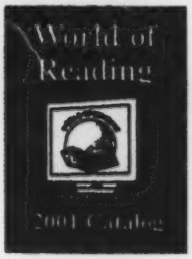

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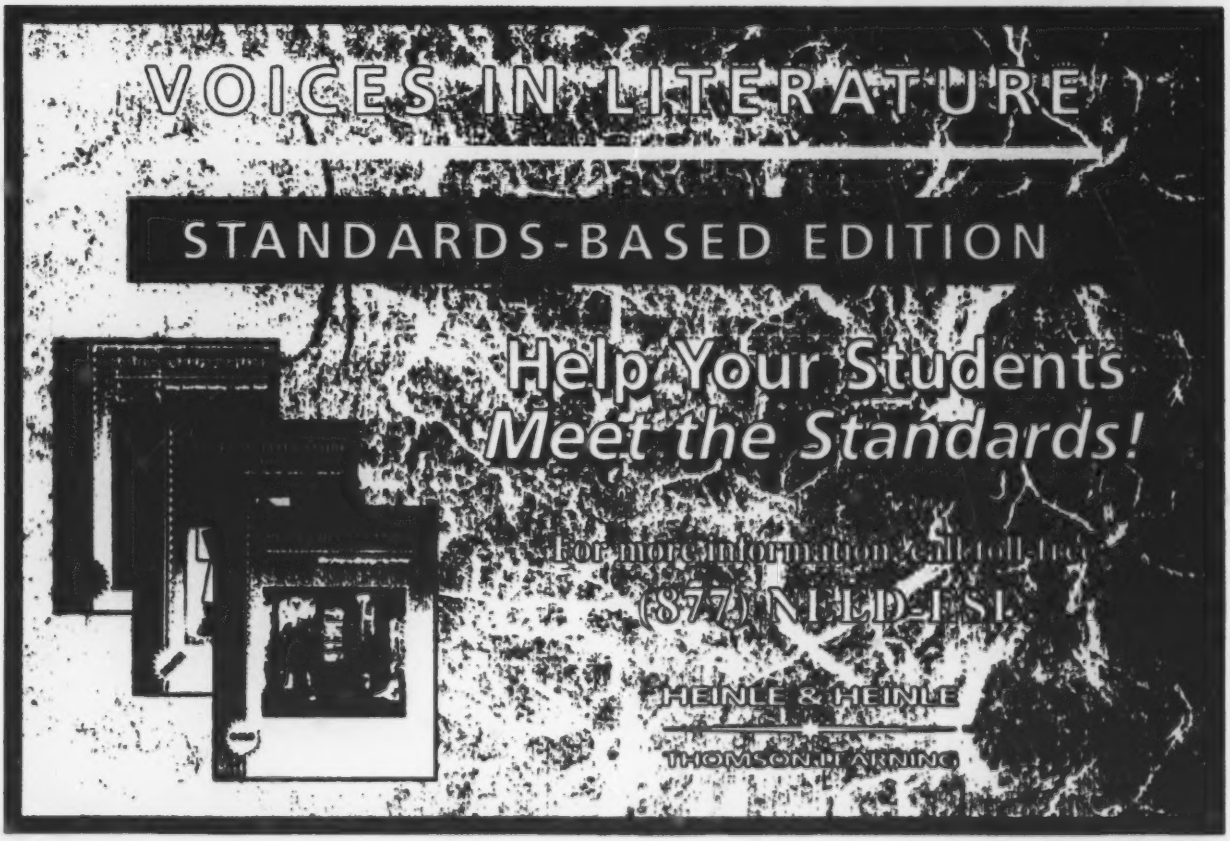

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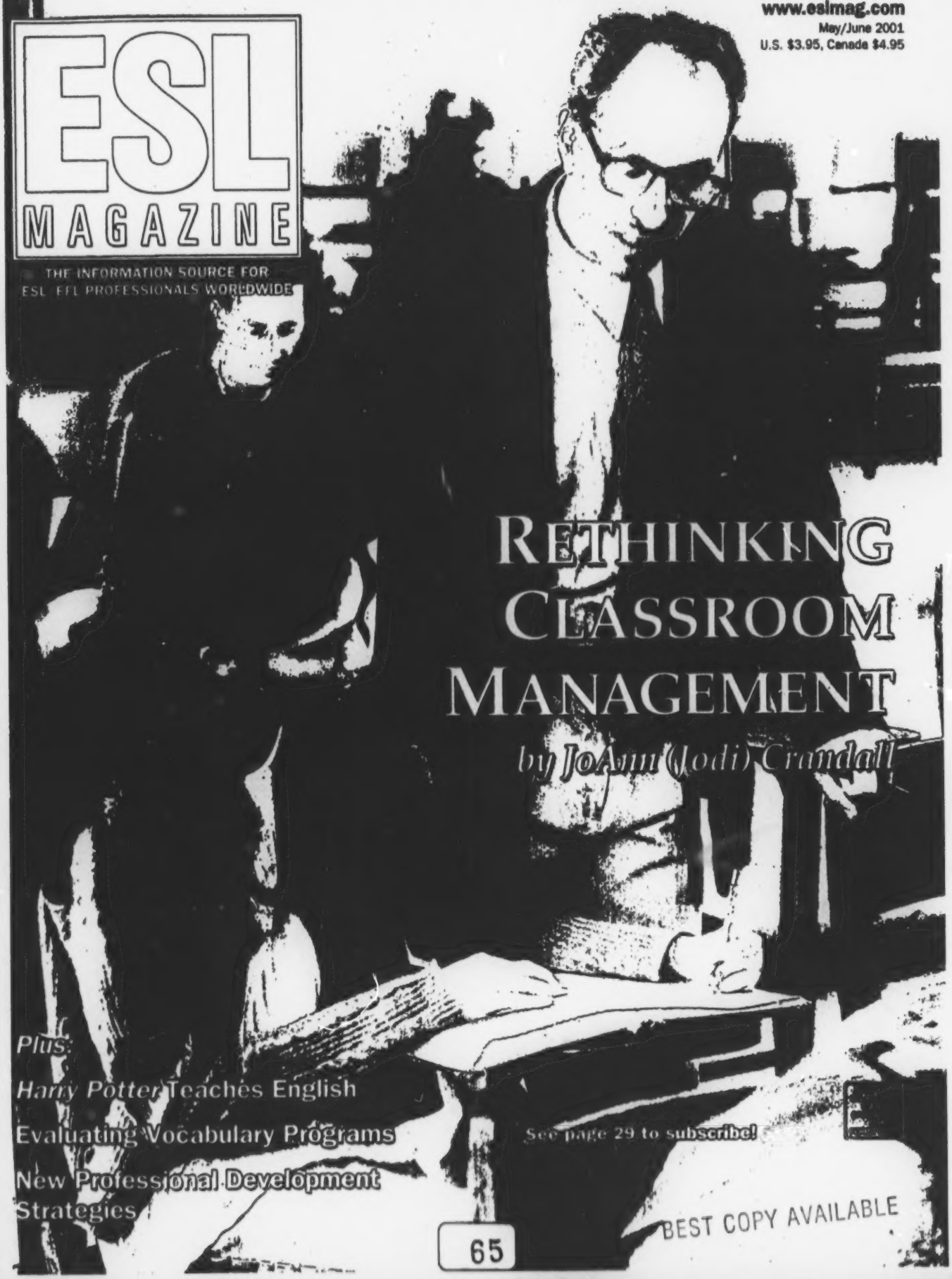

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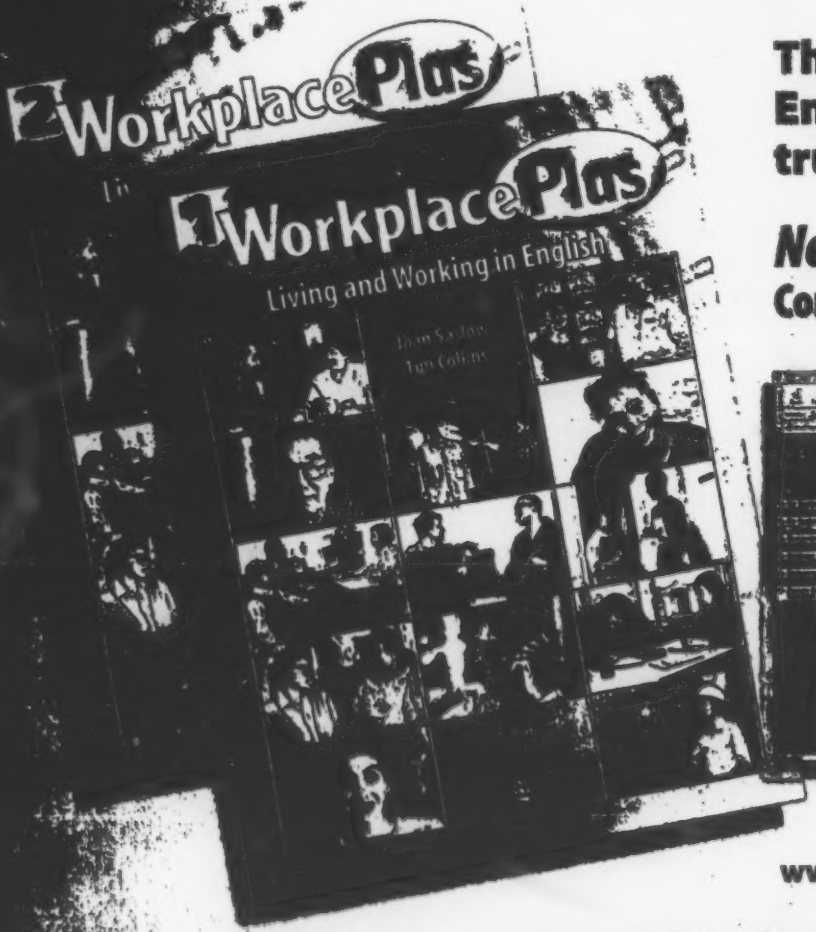

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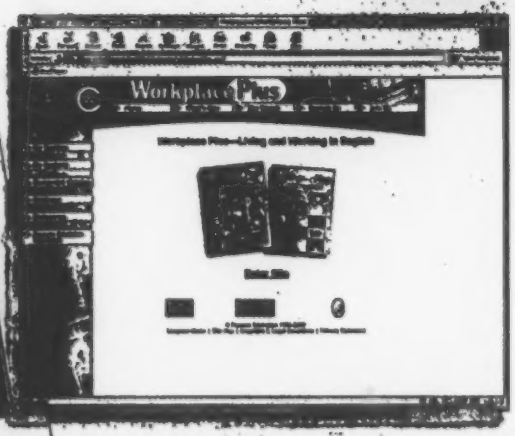

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May/June 2001
Vol. 4, No. 3

FEATURES

Rethinking Classroom Management:
Creating an Effective Learning Community
by JoAnn (Jodi) Crandall 10

Harry Potter and the English Language Learner
by Kathy Coatney 16

How Good is Your Vocabulary Program
by Paul Nation 22

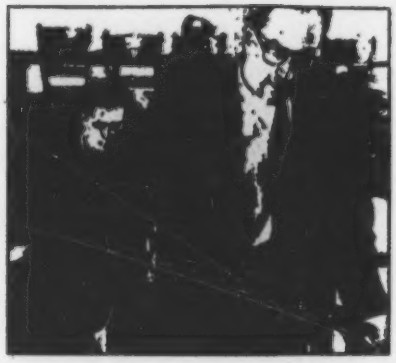
New Professional Development Strategies
by Kirsten Schaetzel and Liz England 26

DEPARTMENTS

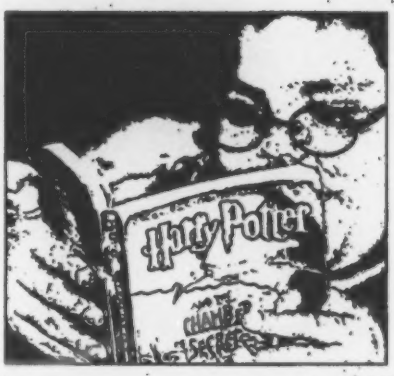
Editor's Note 4
Letters to the Editor 5
News Briefs 6
Conference Calendar 7
Reviews 20
Catalog Showcase 30

COLUMNS

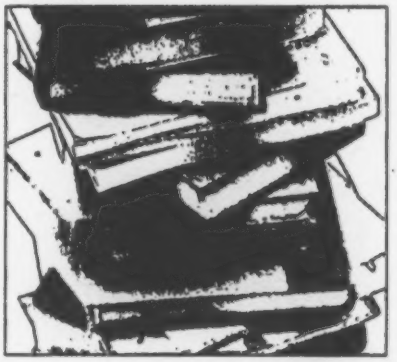
Christine Meloni's Networthy 8
Joy Egbert's Technology 14
Richard Firsten, The Grammar Guy 21
Thomas Nixon's Employment Focus 25



Page 10



Page 16



Page 22

Page 26

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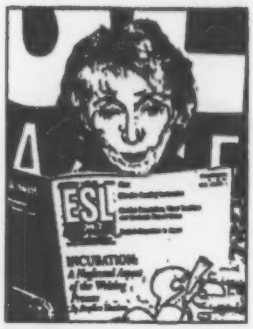

Mona Scheraga
Educational Consultant, Teacher Trainer and Author of many books including Beginning English Writing Skills *and* Practical English Writing Skills *both published by McGraw-Hill Contemporary*

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Term Limit for Classroom Management?

The term "classroom management" is certainly familiar to any teacher, but it has perhaps become too limited in its meaning to be helpful. From her own experiences and those of other ESL/EFL professionals, Jodi Crandall challenges teachers to rethink the meaning of *classroom management* and reevaluate their attitudes and practices to create more effective learning environments for English language learners.

Who hasn't heard of Harry Potter, the magical boy of British author J.K. Rowling's *Harry Potter* series? His adventures are attracting and motivating ESL students in one California school to read, think, interact and learn with great enthusiasm. Kathy Coatney tells the story of teacher Maria Sudduth's success using the *Harry Potter* books with her ESL students.

Looking for a balanced, practical and successful approach to teaching vocabulary? Paul Nation has sound advice for tackling vocabulary in a way that makes a difference for students and boosts their sense of achievement.

What makes a good teacher, and how does a good teacher get better? Part of the answer is professional development. Unfortunately, professional development is often neglected, or the precious time set aside for it may be wasted with irrelevant or poorly planned or executed activities. Kirsten Schaetzel and Liz England can help. They describe strategies for making professional development accessible and relevant to teachers.

All the best!

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

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Subscription Information
Introductory rate: 1 year, 6 issues, U.S.: $16.95, Canada/Mexico: $24.95, outside North America: $34.95. All prices in U.S. $ and must be paid in U.S. funds. To subscribe, fill out subscription form on page 29 (photocopy additional forms if necessary) and mail with payment to: *ESL Magazine*, 220 McKendree Avenue, Annapolis, MD 21401. Or fax subscription form with credit card information to 410-990-9052. Please call 410-570-0746 for all other inquiries.

ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@cs.com
www.eslmag.com

ISSN: 1098-6553

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LETTERS TO THE EDITOR

Write Us! *Send letters to eslmagazine@cs.com or ESL Magazine, 220 McKendree Ave., Annapolis, MD 21401. Include your name and position or address.*

Incubation and Writing

▷ I enjoy every issue of *ESL Magazine*...so much practical help! I only wish some of these things had been available when I was teaching! Stephen Krashen's article on "Incubation" was really mental fodder! I know I've had the experience many times of leaving a project or problem for another task only to have a solution come to me in the interim.

—ROBERTA SMITH
retired teacher

Conflict Resolution

▷ Regarding Anita Wenden's article on conflict resolution, it's certainly true that conflict in life can't be avoided, and the classroom is no exception. One of the most important things that Wenden pointed out is that win-win resolutions are actually possible. Students (and even teachers?) tend to think more in terms of someone winning and someone losing. It's important to open students' eyes to alternative outcomes. Of course, it wouldn't hurt if we teachers and administrators kept that in mind, too!

—R.C.
Charlottesville, VA

Reading Instruction

▷ Thank you for the article "Effective Reading Instruction for ESL Students" by David and Yvonne Freeman. It provides an excellent checklist for ESL teachers to evaluate their reading programs. I'm particularly impressed by the idea that students need to see their teachers and other adults reading so that they see it as valuable. I'm also glad to see that the checklist ties reading to conversation and writing—the four language skills could never really be taught separately.

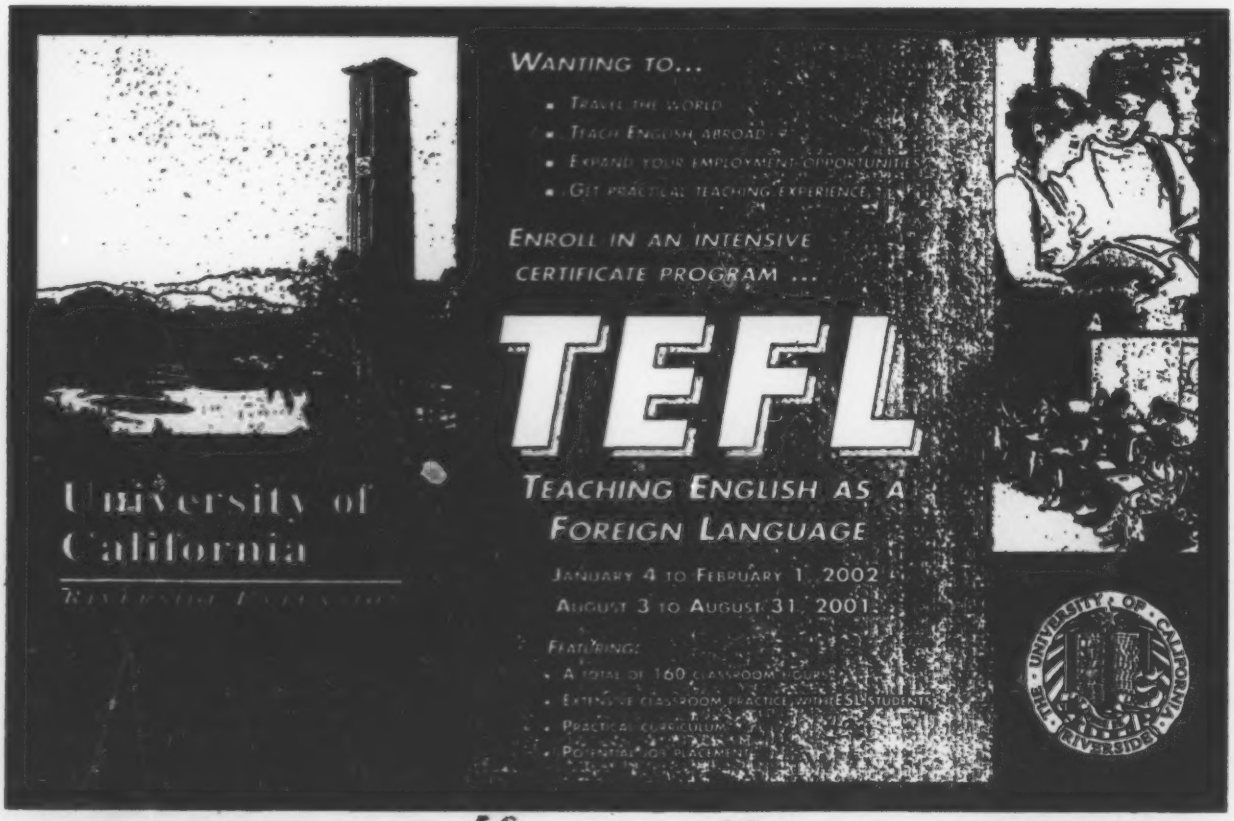
—WENDY STEVENS
Franklin, TN

New Grammar Column

▷ I was fascinated when I read your new column, The Grammar Guy. "What a coincidence!" I told myself. I received this issue the day before a presentation. My presentation was titled "Teaching Nor Learning Grammar Needs To Be Dull"; I thought it would be a great idea to include Richard Firsten's e-mail address in the source list I gave to my audience, and that's what I did. I am sure that this column will be very helpful not only for teachers but students as well. Thanks.

—KATHERINE HERNANDEZ
University of Puerto Rico

CORRECTION: Ann Morris's books listed in the article entitled "Effective Reading Instruction for ESL Students" (March/April 2001) are now published by HarperCollins Publishers.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- Episode 4: Defeating Hitler and Stalin—a healing presentation aimed at remembrance, education and religious tolerance/Understanding Islam.
- Episode 5: Elements of American culture/Dealing with bigotry and stereotypes.
- Episode 6: Minority health focus/Web developers in a multicultural workplace.
- Episode 7: Business etiquette/Job interviews.
- Episode 8: Americanization of the world?/Families caught between two cultures.
- Episode 9: Keeping the heritage alive/Success and satisfaction.

To learn more about this series, visit http://www.pbs.org/pioneerliving. Videotapes for use in schools are available (http://www.pioneerliving.com/order.html). Companion books are available in English, Spanish, Russian and Bosnian/Croatian. Contact your local PBS station for dates and times. http://www.pbs.org (click on station finder).

More and More U.S. Public Schools Getting Internet Connections

According to its most recent annual survey of Internet access in U.S. public schools, conducted in the fall of 2000, the National Center for Education Statistics reported that 98% of U.S. public schools have Internet access, an increase from 35% in 1994, the year that the annual surveys were instituted. The ratio of students to instructional computers with Internet access in public schools is now 7 to 1, an improvement over 9 to 1 in 1999, and 12 to 1 in 1998.

Survey Reveals Americans' "Recipe for Success" in Schools

Recruiting New Teachers, Inc. recently published a report entitled "The Essential Profession: American Education at the Crossroads—A national survey of public attitudes toward teaching, educational opportunity and school reform." The study surveyed 2,501 adults. It indicated that Americans believe that well-qualified teachers, safe schools and involved parents are the most important factors supporting student achievement. Sixty-five percent of those surveyed believe that the characteristics of an "excellent teacher" include "knowing how to help students whose home language is not English to learn English." Fifty-eight percent included "knowing how to help students whose home language is not English learn demanding subjects" as a trait of excellent teachers. The full report may be downloaded from the Web site for Recruiting New Teachers, Inc., a national nonprofit organization formed in 1986 to "raise esteem for teaching, expand the pool of prospective teachers, and improve the nation's teacher recruitment and development policies and practices." http://www.recruitingteachers.org/news/nationalpdf.pdf

"Fast Facts" on Limited English Proficient Students

How many limited English proficient students are in U.S. public schools, and how accessible are bilingual education programs for them?

▶ According to the 1993-94 Schools and Staffing Survey, over 2.1 million public school students in the United States are identified as limited English proficient (LEP) students. They account for 5 percent of all public school students and 31 percent of all American Indian/Alaska Native, Asian/Pacific Islander, and Hispanic students enrolled in public schools.

▶ LEP students are concentrated in the West, in urban areas, and in large schools with 750 or more students. Schools with 20 percent or more minority students and 20 percent or more students receiving "free or reduced-price lunches" are also more likely to enroll LEP students.

▶ Schools can use a combination of methods to identify LEP students. The most frequently reported methods are teacher observation or referral, home language survey or assessment, and previous student record.

▶ Seventy-six percent of public schools with LEP student enrollments provide English as a second language (ESL) programs, and 36 percent have bilingual education programs. Bilingual education programs are generally implemented in schools with higher concentrations of LEP students than in schools with smaller numbers of LEP students.

▶ About one-third of public schools with LEP student enrollments provide both ESL and bilingual education programs, and 71 percent of all LEP students attend these schools. Thirteen percent of schools (4,832) enrolling LEP students have neither ESL nor bilingual programs, and 3 percent of all LEP students (59,373) attend these schools.

▶ Forty-two percent of all public school teachers have at least one LEP student in their classes. Only 7 percent of these teachers have classes in which over 50 percent of their students are identified as LEP.

▶ Thirty percent of public school teachers instructing LEP students have received training for teaching LEP students, and fewer than 3 percent of teachers with LEP students have earned a degree in ESL or bilingual education.

Source: NCES

Rapid Growth of U.S. Hispanic Population

According to Census 2000, the Hispanic population of the United States has increased by more than 50% since 1990. Of the 281.4 million residents in the United States (excluding Puerto Rico and U.S. Island Areas), 35.3 million or 12.5% identified themselves as Hispanic. The Hispanic population includes persons identifying themselves as Mexican (7.3%), Puerto Rican (1.2%), and Cuban (0.4%). The remaining 3.6% includes persons with origins such as Salvadoran or Dominican. Half of the nation's Hispanic population lives in California and Texas. http://www.census.gov/population/www/cen2000/briefs.html

Conference Calendar

May

- 3-4 **Minnesota Department of Children, Families, and Learning, Minnesota ESL and Bilingual Education**, St. Paul, MN. Contact Paul Magnuson 651-582-8649.
- 3-5 **Isik University EFL Department**, Istanbul, Turkey. Contact Carol Gitzendanner, cgitz@zdnetmail.com.
- 4-6 **Venezuela TESOL**, Caracas, Venezuela. Contact Adreina Espana, aespanap@hotmail.com.
- 5-6 **University of Cyprus and Cyprus Teachers of English Association**, Nicosia, Cyprus. Contact ppaviou@ucy.ac.cy.
- 11-12 **Midwest Association of Language Teachers**, Ann Arbor, Michigan. Contact Mary C. Spaan, 734-647-0476.
- 15-16 **NJTESOL/NJBE**, Somerset, NJ. Contact Dr. Ana Mistral, 201-432-0362.
- 17-19 **University of Minnesota, Center for Advanced Research on Language Acquisition (CARLA)**, Minneapolis, MN. Contact 612-626-8600.
- 24-26 **Fulbright Commission in Ecuador and the U.S. Department of State, TEFL Ecuador 2001**, Quito, Ecuador. Contact Julie Cheshire at cheshire@fulbright.org.ec.
- 26-27 **Japan Association for Language Teaching, JALT-CALL2001**, Japan. http://jaltcall.org/conferences/call2001.

June

- 1-2 **Hong Kong Polytechnic University**, Hong Kong, China. Contact Bruce Morrison, ltmelt2001@elc.polyu.edu.hk.
- 5-7 **Russian Academy of Sciences**, Novosibirsk, Russia. Contact fid@ad-sbras.nsc.ru.
- 15-16 **Argentina TESOL**, Cordoba, Argentina. Contact Lidia Amor, la@oci.edu.ar.
- 15-17 **TESOL Academy 2001**, Boulder, CO. Contact Srisucha McCabe, 703-836-0774.
- 29-1 **TESOL Academy 2001**, Boston, MA. Contact Srisucha McCabe, 703-836-0774.

July

- 6-7 **Paraguay TESOL**, Asuncion, Paraguay. Contact Stael Ruffinelli de Ortiz, staelins@mmail.com.py.
- 6-8 **The Applied Linguistics Association of Australia**, Canberra, Australia. Contact Melissa Howarth, alaa-info@alie.canberra.edu.au.
- 12-15 **BRAZ-TESOL and Southern Cone TESOL**, Curitiba, PR. Contact braztesol@nox.net.
- 13-15 **TESOL Academy 2001**, Chicago, IL. Contact Srisucha McCabe, 703-836-0774.
- 27-29 **TESOL Academy 2001**, San Diego, CA. Contact Srisucha McCabe, 703-836-0774.

August

- 20-24. **The Amsterdam-Maastricht Summer University and the Graduate School of Teaching and Learning**, Universiteit van Amsterdam. Amsterdam, The Netherlands. Contact Justine Smithuis, justine@amsu.edu.

September

- 5-7**Fifth International Conference on Language and Development**, Phnom Penh, Cambodia.Contact tyrone.siren @phnompenh.idp.edu.au
- 21-23 **Panama TESOL**, Panama City, Panama. Contact Christopher McLean, cmclean@pancanal.com.
- 20-22 **Carolina TESOL**, Charleston, SC. Contact amuirhead@home.com.

October

- 5-7 **IATEFL Hungary**, Nyiregha'za, Hungary. Contact Tama's Kiss, schoolex@mail.matav.hu.
- 11-14 **Mexico TESOL**, Puebla, Mexico. Contact Carlos Reyes, careyes56@hotmail.com.
- 12-13 **Intermountain TESOL**, Ephraim, UT. Contact Milton Witt, 801-253-1600.
- 12-21 **SPELT Conference**, Islamabad, Pakistan.Contact spelt@cyber.net.pk.
- 18-20 **Colorado TESOL**, Longmont, CO. Contact Larry R. Fisher, 303-938-2584.
- 26-28 **Egypt TESOL**, Cairo, Egypt. Contact Deena Boraie, dboarie@aucegypt.edu.

Fighting Consumer Fraud Against Non-English Speakers

Teachers of English to Speakers of Other Languages, Inc. (TESOL) is working with the Consumer Protection Agency on a community service project to provide information on fraud-related issues. According to TESOL, Inc., statistics show that non-English speakers are the most frequent victims of consumer fraud. TESOL is providing this new community partnership because ESL educators can use the free FTC materials to create lesson plans and class activities, especially for adult learners. http://www.tesol.org/global/new.html

TOEFL Topics Now Offered with Online Writing Evaluation Service

ETS Technologies, Inc. and the Test of English as a Foreign Language (TOEFL) program at Educational Testing Service (ETS) have agreed to offer TOEFL writing topics as part of ETS Technologies' Criterion Online Writing Evaluation service. Student users of the Criterion service will now be able to write practice essays on topics previously administered in the operational TOEFL test and to receive scores from the e-rater scoring engine. Essay scores from e-rater are reported back to Criterion users in seconds. Access to the TOEFL topics and e-rater scoring will be available through institutional subscriptions to the Criterion service. E-rater is an automated scoring system developed at ETS by researchers in natural language processing, a subfield of artificial intelligence. Information and a demonstration are available (www.etstechnologies.com/criterion).

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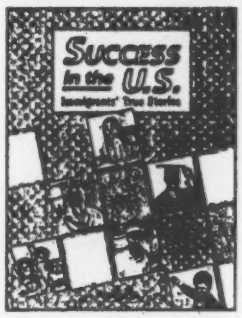

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Michael Krauss and Web-Based Culture Capsules

Michael Krauss is currently one of the most creative teachers on the Web. He has integrated technology into his ESL courses in a variety of fascinating ways. His Culture Capsules Project is probably his best known, and it is an excellent model of a Web assignment that motivates students to improve their language and technical skills in an authentic context.

The Culture Capsules Project is a collection of multimedia Web pages produced by intermediate and advanced level ESL students in Michael's computer applications class at Lewis & Clark College in Portland, Oregon. In this project, students work with a partner from another country and jointly produce a Web page that focuses on a person, place or process representative of their respective countries. They research their topics, write their reports (using a process writing format), and create their Web pages using a template Michael provides.

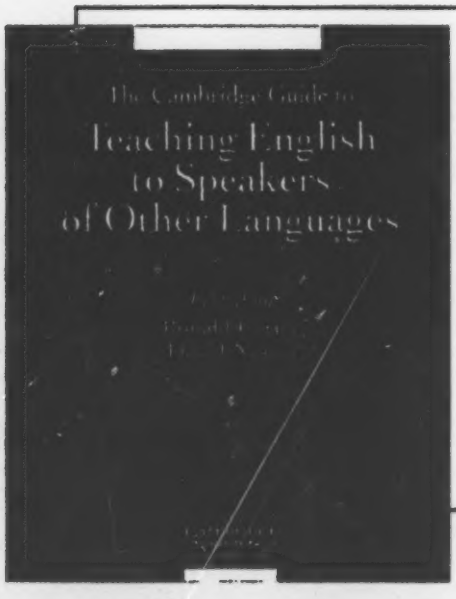
Looking at the list of titles of the Culture Capsules, one finds an exotic assortment of subjects. Here are a few to stimulate your thinking: "Muslim Mosques and Buddhist Temples," "Cultural Differences and Similarities of Women's Clothes in the UAE and Japan," "Italian Mamma & Japanese Okasan: So Far Away Yet So Similar," "The Relationship and Responsibilities between Husband and Wife in Japan and China," "Seoul, Korea and Bogota, Colombia," "Japanese and German Attitudes toward Employers," and "What do Camel Racing and Korean Wrestling Have in Common?"

Michael has posted the handout he prepared for his presentation at TESOL 2001 on Culture Capsules at www.lclark.edu/~krauss/tesol2001cultcaps/home.html. Here you will find a wealth of information including a complete description of the Culture Capsules Project with its twelve specific assignments, a list of the paraphernalia needed, sample culture capsules, a discussion of the benefits and pitfalls of the project, and links to articles for teachers on how to design Web projects. Links are also provided for his other interesting Web projects, the Hatchet Survival Guide and the Advanced Writing Portfolios.

You might want to use this assignment with your students. For Michael it has always been a single class project but it also has exciting potential as a collaborative project between classes in different cities or countries. If you launch a Culture Capsules Project, Michael would be delighted to hear about it and offer you assistance (krauss@lclark.edu).

Christine Meloni teaches in the EFL Department at George Washington University in Washington, DC. She welcomes comments and suggestions from readers (cfmeloni@hotmail.com).

Your Questions Answered!



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RETHINKING CLASSROOM MANAGEMENT:

Creating an Effective Learning Community

BY JOANN (JODI) CRANDALL

A scene in the recent movie *Mr. Holland's Opus* captures on film the terror most new teachers feel when they face a class for the first time, wondering if they will get through the day without major chaos. While managing a class may be (in the words of one of our student interns) "the most challenging aspect of teaching" for new teachers, it can be a challenge even for teachers with years of experience. New students, new courses, and new contexts require us to rethink the ways in which we plan and manage our classes to create a more effective learning environment. "It's a different world everyday" (the title of my recent talk for Southeastern TESOL), and we are continuously learning how to get the most out of the brief time we have with our students.

What is Classroom Management?

I recently asked a group of teacher candidates and teachers to write down the first words that came to mind when thinking of "classroom management," and to evaluate these for positive, negative or neutral connotations. The majority of their associations were negative, even for experienced teachers, perhaps because of the tendency to equate "management" with "discipline." But management is much more than discipline. It includes all the structures we put into place to enable our classes to function smoothly and, more importantly, to foster an optimal learning environment. Procedures for developing and implementing lesson plans, incorporating multimedia, grouping students, giving directions, evaluating responses, developing a learning community, managing instructional time and resources, and record-keeping are as much a part of classroom management as overseeing student behavior (Weber 1986; Richards, Platt, & Platt 1992).

Domain 3 of the TESOL Draft Standards for Teacher Education, Planning and Managing Instruction, will serve as guidelines for evaluating TESOL teacher preparation programs in the United States for accreditation from the National Commission for the Accreditation of Teacher Education (NCATE). Domain 3 conveys the complexity of "classroom management." It includes all that teachers need to know and be able to do in planning and managing effective instruction (See sidebar on page 12).

The Particular Challenges of the Language Classroom

Managing instruction is challenging for all teachers, especially when the class is large, the students are diverse, and the teacher and students share few sociocultural or educational experiences, which is often the case in ESL classrooms. But it is also a challenge in EFL classrooms when the teacher is a "native speaker" or the students and teacher, even if they share a common language and country, have very different educational or social backgrounds.

Moreover, students in a language classroom are faced with real threats to their identity. We ask them to learn another way of speaking, to apply another set of discourse rules, and to make a place for themselves in another culture while they are in the process of learning the language and the rules. How they negotiate that learning can be facilitated or made even more threatening to their identity by what we as teachers do in those classrooms. We can help them figure out how to "add" a language and cultural identity (from the range of language and identities within the culture) or ask them to replace theirs.

There are a number of factors that can lead to management problems in the language classroom. Obviously, uninteresting, unmotivating, or unclear classroom instruction breeds discontent. But there are a score of inherent conflicts in the diversity of our classes:

- Differences in educational expectations (especially roles and responsibilities of teachers and students)
- Differences in learning and teaching styles
- Differences in discourse rules—who talks, when, for how long, about what, in what manner; the role of silence; non-verbal communication; etc.
- Teacher misconceptions about students' background knowledge (often related to students' access to what Bourdieu refers to as "cultural capital" or what Delpit refers to as "power")
- Cultural discontinuities between the school and home

As with most every aspect of our teaching, our views of appropriate classroom management are reflections of our experiences as teachers and learners and the ways these have influenced our views of effective teaching and its role in learning. Most of us teach as we were taught, or how we best learned, though we may do so unconsciously. Twelve to sixteen years as a student makes a powerful impression that is difficult to change with only a few years of teacher education. As Jill Bell (1993:469-470) says, "we reproduce the same kind of patterns in our classrooms that we were raised with" because "we have formed deep notions of the proper way for a classroom to run. We have a script...a story, which determines those things that seem right to us in the classroom. Our stories include such things as how much of the time it is appropriate for the teacher to talk, what kinds of topics are suitable for the classroom, how we respond to questions from the learners, who we see as being in control of the learning, the way in which we think it is appropriate to give praise, and how we conceptualize knowledge."

It's important to remember that our preferred teaching styles may not be our students' preferred learning styles. Consider the difficulty visual learners have when a teacher never writes anything on the board or when students who are used to reading and reciting with the whole class are asked to work in small groups or perform in a role play. Jin and Cortazzi (1998), in "The culture the learner brings: A bridge or barrier?" point out a number of difficulties that can occur when Western teachers fail to understand the Confucian background of many of their Asian students, who are accustomed to respecting the knowledge and experiences of their teachers and memorizing and repeating back as exactly as possible what their teachers have said in a classroom where the harmony of the group is very important. Learning is a social process and the classroom a complex social and cultural context in which teacher and student expectations and role relations are constantly being negotiated.

In communicating with each other, students and teachers also naturally follow the tacit and often unconscious rules of their own cultures, and the failure to understand differences in these discourse rules can lead to serious misunderstandings and terrible frustration for students and teachers alike. I became aware of how upsetting different discourse rules can be while giving a workshop for a group of English teachers visiting our campus. I was distracted several times by small groups talking to each other while I was talking. I found out later that they had been interpreting for each other, helping to make what I said more understandable, and thus while it may have been distracting to me, it was helpful for them. It's easy to suggest that these students should have adapted to my expectations, but when all the students share another set of discourse rules, trying to enforce a different set without first ascertaining what rules are in evidence may not only be insulting, but also counter-productive, especially when their interaction is actually helping to increase the comprehensibility of the communication.

We need to understand the cultural context (the educational expectations, role relations, and appropriate behaviors) our students expect. When all the students share a common background (as is more likely to be the case in EFL classrooms), it should be possible for us to modify our approach to meet our students' expectations and, over time, to also encourage these students to modify their expectations until some kind of compromise is negotiated. Thus, for example, Cynthia Ballenger (1992) explains how after repeated problems in managing her class of Haitian four-year olds, she came to adopt the "language of control," which she had seen used effectively by both Haitian teachers and parents. Saying "When your mother talks, don't you listen?" or "Do you want your parents to be ashamed of you?" was uncomfortable for her at first, but the reduced disruption and increased motivation soon changed her feelings. As Ballenger puts it, we approach management "with the assumption that those techniques are universal," but we need to understand that they are "culturally based" and often in need of modification.

I am currently learning how different educational expectations can be. While on leave in Kiribati, a country of 33 islands in the Central Pacific, I am studying the Kiribati (Gilbertese) language with a tutor who has very different ideas from mine of what "effective" language teaching is. I am a visual learner, but we have no textbook. Consequently, in the beginning, I was frantically trying to write down everything he said, even if I was unsure of the spelling or grammar, only to find out later that I had heard it (and learned it) wrong. I like to figure out how a language works, but a brief grammatical explanation is often very helpful. However, my tutor is likely to say, "That's just the way we do it," until one day, when he thinks I'm ready, he provides the explanation, and I wonder why he waited until now.

At first, I was terribly frustrated and resisted many of his attempts to "teach" me, but over time, I learned that when I stopped compulsively writing, I was able to remember more and when I stopped worrying about why things were done in a particular way and just repeated after him, I actually learned more. After visiting a number of language classrooms on the islands, I also learned that what he does is both culturally and pedagogically appropriate here and have even found that if I "submit" to this new approach, we have a much more effective class. This was much easier to do after we moved from my house to his thatch-roofed bungalow, open on the sides, where we sit on grass mats on the floor. Here I am much more able to fit into his conception of what a student should be than I was when I was sitting at a dining room table in my concrete house. And, to be fair, he has also compromised by writing word lists for each class.

"We need to understand the cultural context...our students expect."

Classroom Rules: What They Say About Us

Consider the views of teachers and learners, as well as the classroom management perspectives, that emerge from these posted rules, all of which I found in elementary schools:

Class Rules
1. Be respectful to others.
2. Raise your hand to be called upon.
3. Stay in your seat and enjoy class.

School Rules
1. Do not keep students from learning.
2. Don't keep teachers from teaching.

Class Rules
1. We listen to each other.
   Nosotros escuchamos el uno al otro.
2. Hands are for helping.
   Los manos son para ayudar.
3. Be kind to everyone.
   Se bondadoso con todos.
4. We are responsible for what we say and do.
   Nosotros somos responsables por lo que decimos y hacemos.

They represent quite different views of appropriate roles for teachers and stu-

"New students, new courses, and new contexts require us to rethink the ways in which we plan and manage our classes to create a more effective learning environment."

dents and for the learning enterprise in general. There are many approaches to classroom management, but some of the most common are summarized here (See Weber 1990 and Ryan & Cooper 1988 for more details.):

▶ Authoritarian—Based on the concept of "assertive discipline," (and the work of Canter & Canter) teachers using this approach set clear expectations and rules early in the year and enforce them through commands or directives, proximity control, and isolation or exclusion as the ultimate punishment.

▶ Behavior Modification—Based on behavioral psychology (especially the work of B. F. Skinner), in this approach, teachers model and reward appropriate behavior and discourage inappropriate behavior with punishment or removal of a reward.

▶ Instructional—In this view, carefully planned and implemented instruction prevents or solves most managerial problems. If teachers provide interesting and relevant activities tailored to the needs and abilities of each student, establish effective classroom routines, give clear directions, and modify their instruction when necessary, classes will be effective.

▶ Socioemotional Climate—Based on counseling and clinical psychology (especially the work of Carl Rogers), this approach views effective classroom management and instruction as largely a function of positive personal relationships between the teacher and the students, resulting in a classroom environment in which all students are accepted and believed in.

▶ Group Process—With roots in social psychology and group dynamics, this approach focuses on helping to develop a productive classroom group, using a variety of strategies to achieve unity and cooperation, including developing standards, finding ways for the group to solve problems, and changing goals or processes when appropriate.

There is a joke making the rounds on the Internet about an experienced teacher who met the challenge of a class of troublemakers through intimidation: he stapled his tie to his chest. Needless to say, he had few discipline problems that semester. What his students didn't know, however, is that he was wearing a plaster cast under his shirt because of a back injury. Even intimidation can work sometimes!

Clearly, there is 'no one "right" approach to managing a class. If you're like most of us and have been teaching for some time, you can see something of yourself in each of those approaches and you probably can remember times when you had to change your approach because of differences in your classes.

Some teachers who saw the movie *Stand and Deliver* were uncomfortable at first with Jaime Escalante's authoritarian style (at least as it was portrayed in the movie). But it worked with his students. What works with one class may fail miserably with another. And, over time, as we become more comfortable with our teaching and content, we are also likely to change our own classroom culture.

The Language Teacher as Gatekeeper

As ESL teachers we need to help our students move successfully into and through the various English-speaking worlds and cultures they will encounter. That means not only helping them understand and act upon the different types of knowledge they will need, but also socializing them into other worlds where they are likely to experience a clash of values, roles, and expectations. As James Gee explains, all teachers, especially language teachers, are "gatekeepers" who can help students acquire new discourses for new roles and worlds.

One of our student teachers, wise beyond her years or teaching experience, wrote in an early journal entry:

The issue of "classroom management" is one...I am most concerned with, feel most passionate about...because I believe we as teachers are educating our students just as much about the ways in which to be valued, competent individuals and members of our culture or society, as we are teaching them the academic knowledge....We are working closely with the minds and souls of children and this work is sacred....[T]erms like "classroom management" or "school discipline" are too narrow, are outdated, and their use as the foundation for the discussion about the construction of the culture of the classroom and school sets a tone that strikes me as maybe working against our goals. These terms work to construct the thinking, the discourse, and maybe need replacement.

She suggests "classroom dynamics" or "community" as alternatives.

Our ESL classrooms, whether we like it or not, are cultural borderlands, and part of our role must be to create a safe place where students can both question and

Domain 3 of the TESOL Draft Standards for Teacher Education, Planning and Managing Instruction

- **Standard 3.a.** Planning for ESL instruction. Candidates know, understand, and apply concepts, research, and best practices to plan and organize classroom instruction in a supportive learning environment for ESOL students. Candidates demonstrate enthusiasm for learning a second language, serve as effective English language models, and manage the classroom effectively for multilevel classrooms with learners from diverse backgrounds.
- **Standard 3.b.** Managing ESL instruction. Candidates know, understand and use a variety of effective teaching strategies and materials for developing and integrating English listening, speaking, reading and writing.
- **Standard 3.c.** Managing content instruction for ESOL learners. Candidates know, understand and can implement a range of teaching strategies, structures and models to support ESOL students in accessing the core curriculum by learning language and academic content together.
- **Standard 3.d.** Using resources effectively in ESL instruction. Candidates are familiar with a wide range of resources and technologies and choose, adapt, and use them in effective ESL teaching, including ESL curriculum books and materials, trade books and materials, audiovisual materials and published and online multimedia materials.

negotiate an appropriate place for themselves in the new culture. This involves understanding a range of values and behaviors from which students can choose as they learn not only the language, but its uses in a number of different settings, including other classrooms.

Steps to a Well-Managed, Effective Classroom Learning Community

But how do we accomplish this? Patrick Welsh, in *Tales Out of School: A Candid Account from the Front Lines of the American High School*, says that "Teachers have an old saying: 'To get students interested, you have to go in their door, but take them out yours.'" (1986:23). That's good advice, and it suggests a number of ways to create an effective learning environment.

▶ Develop rules collaboratively with your students and be prepared to change them when they no longer work or are no longer needed.

▶ Develop lesson plans with activities that appeal to a variety of learning styles, so that everyone will find an activity that interests them and in which they can be successful. Cooperative learning provides a number of possible activities to motivate different types of learners (see Crandall 1999). Also try using student projects, learning centers, multilevel assignments (with different questions or tasks), peer mentoring or tutoring, or student contracts, to give every student an opportunity to achieve.

▶ Have a clear organizational plan, with classroom routines for getting started, moving students into and out of groups, transitioning from one activity to another, and closing the class taking as little time away from instruction as possible.

▶ Allow students to group themselves with learners who are like them or assign roles that are comfortable for each student in small groups. For example, let the talkative student be the "facilitator" or "class reporter" and the more introverted student, the "reader" or "recorder." Move individuals when necessary but keep the groups together long enough for them to function as a small community.

▶ Keep expectations high for all students and understand that for some the classroom involves tremendous identity crises. Make space for different levels of accommodation to your expectations. Not everyone will want to "sound" native or be willing to take on a fictional identity for your class.

▶ Remember that students have lives outside the classroom over which you have only limited control. They (like you) will have good days and bad days.

▶ Introduce different activities and teach strategies to help transition students to different teaching and learning expectations. One role of the ESL teacher is to "apprentice" students to the world of the English-medium classroom, with a set of educational roles and responsibilities that may be very different from those experienced at home or in schools in other countries. Don't expect a quick transition. However, don't back off from your responsibilities, either.

It Takes a Lifetime

Learning to create that effective classroom community takes a lifetime. But it is heartening to witness the changes that new teachers go through as they develop their personal approaches to classroom dynamics. Let me close with these entries from a teaching journal by one of our other student teachers. They illustrate her evolution in thinking about management from control to community. While these represent only the four-month period of her student teaching, they are characteristic of what I believe is a life-long process of being a teacher: learning about your students, yourself, and your role in the teaching and learning process. That's what "management" really is.

Beginning of 2nd month:
I believe my mentor teacher when she says the class must be controlled or disorder and chaos will result, and that one lenient day will lead to trouble in the long run with it becoming increasingly difficult to regain control....I also believe that order and control are needed if the class is to learn the most possible in the time available.

Beginning of the 4th month:
To be an effective teacher, I would constantly reflect on my teaching to find ways to improve my delivery of instruction and my classroom management....I would find ways of changing my lessons or management techniques to ensure a better learning environment....Different techniques may have to be used depending on the students and the situation....I would also...pay more attention to all the students to see if I am meeting everyone's needs....I'd try dividing the students into smaller more homogeneous groups for some lessons...[but] some activities would be done with the whole group....Effective instruction and management is always a work in progress.

End of 4th month of internship:
The main thing I have learned is that developing teaching proficiency is an ongoing process; you can't give up if things do not go well. It is possible tomorrow to reach the student that you didn't reach today if you look at the problem and try to solve it. The same is also true of classroom management. You may have to find different ways before you find one that works.

I want to thank Brock Brady, Robin Scarcella, Jim Gee (with whom I shared a fascinating three-day workshop on classroom management), my colleague Ron Schwartz, and all of my students through the years for helping me think through this complex topic.

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Joy Egbert's
Technology

Enhancing Technology with External Documents

It's fun to talk about all the wonderful ways that technology can enhance the teaching and learning of languages, but for most language teachers around the world it's also an exercise in futility. Sadly, but realistically, we must acknowledge that not all of our schools are technology rich, nor will they be in the near future. This means that teachers must make do with the technology at hand.

Happily, there are ways to make even non-ESL/EFL commercial software or the worst drill and practice software on the oldest PC useful for a variety of purposes. One of these ways is to enhance it with student- and/or teacher-created external documents. An external document can be a handout or other tangible product that is not an original part of the software or Web site. Learners use the document before, during, or after the software to enhance its use and overcome some of the weaknesses of the software. These documents can include extra readings, visual helps, individualized exercises, links to other technologies, or a host of other activities that make the software more flexible, interactive, or useful in some other way. Good external documents can accomplish a variety of objectives:

- **Enhance interpersonal interaction.** For example, a simple sound clips program, such as A Zillion Sounds (Beachware 1995), which contains short examples of many sounds, can be turned into an interactive vocabulary program with an external document. Partners listen to the sounds and guess what made them, choosing from a list provided in the external document or writing the words on a form. They compare and discuss their answers and then check them with an external answer sheet. The team can then choose five of the sounds to incorporate into a role-play.
- **Provide higher order thinking tasks.** An external document can help incorporate grammar and critical thinking into an art gallery software package or Web site by asking students to compare and contrast two pieces of art and persuade the class which is the better piece.
- **Provide different ways for students to respond.** After students finish a quiz in a grammar program, they can fill in a graphic organizer of the grammar point they have just practiced or draw a picture that symbolizes the syntactic relationships they have studied.
- **Make the information more authentic to students.** An external document can provide questions for students that make the information on Web sites relate more clearly to their interests or experiences.
- **Expose students to information in a different form or add more information.** To a purely informational Web site, external documents can provide political cartoons, opinion polls, tables or graphics that help students understand the information presented in different ways. Similarly, external readings can add information about other views of the topic.
- **Give learners more control.** External instructions can give learners choices for how to proceed and support them through the software or Web site.

Good instructions are crucial to external documents, and the development of these documents takes time and effort. However, the time it takes to create external documents is well worth the added effectiveness. For great examples of ready-to-use external documents, see http://www.indiana.edu/~cell/extdocs/extdocs/external-docs.htm and Kevin Ryan's *Recipes for Wired Teachers* (2000), published by JALT.

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Harry Potter and the English Language Learner

BY KATHY COATNEY

The *Harry Potter* books have enthralled millions of children and adults alike but aren't generally used as reading material for English language learners (ELL). However, they have been used with great success by Maria Sudduth, a bilingual teacher in a multi-aged, third to fifth grade class in Corning, California, as she works with a team of transition teachers to move ELL students to mainstream English reading.

In the fall of 2000, Sudduth's students were attempting to read *Harry Potter and The Sorcerer's Stone*, so she decided to use it as a read aloud. "They were seeing other kids read this book, and they knew there was something exciting about it," Sudduth says. "The kids wanted to be part of the culture."

Harry Potter was a major undertaking for Sudduth's students who range from intermediate to advanced in English proficiency. Her students were not only struggling to learn a second language, but now in many respects, a third. There were British words—for example, "lift" for "elevator" and "fancy" for "like—and, of course, the specialized vocabulary of Harry's magical world. "At first I thought it wasn't going to work, but then we started Specially Designed Academic Instruction in English (SDAIE) strategies," Sudduth says, "and it took off." The book came alive for her students as Sudduth began applying these concepts and strategies she learned as part of the Bilingual/Cross Cultural Language and Academic Development certification program (B/CLAD), e.g., visual representation of the book, charting information, instructional conversation, literature logs and paraphrasing.

A turning point in the book came with the first game of Quidditch, Sudduth says. "The children immediately started making connections to soccer." This connection made Harry Potter and the other characters real to the students. Suddenly students came to school anticipating the next chapters, groaning when reading time ended, and pleading for Sudduth to read further. Many students even read ahead on their own. "We became a literacy circle in a natural way. My students had become engaged readers for their own purpose, owning high-end vocabulary as they predicted and debated all the key elements of the story," Sudduth says, adding that from the children's perspective, the *Harry Potter* project was launched.

Andrew Hernandez and his fellow English language learners are thrilled with the Harry Potter *story and their progress in English.*

Putting It All Together

Sudduth decided to develop the project further by building a ten-week literature unit using the next *Harry Potter* book, *The Chamber of Secrets*. Sudduth's goals with the second book were to bring her students into the culture of readers, to provide them with transferable comprehension strategies that would give them access to core literature, and to improve their comprehension levels. She also used it as part of her masters project at California State University, Chico.

Harry Potter was well above the students' independent reading level. Patti Thurman, a reading specialist with the Corning school district, did pre- and post-testing and worked with Sudduth to choose related support material. They chose books that students were able to read on their own and that gave them background knowledge for the *Harry Potter* book. They selected the following: *The Secrets of Droon* series, *The Tower of the Elf King* and *Quest For The Queen* by Tony Abbott, *Knights and Castles* by Will Osborne and Mary Pope Osborne and *A Magic Crystal* by Louis Sachar.

Sudduth had several concerns as she started the project. Could her students read a well-written piece of literature? Would they be able to acquire the comprehension strategies independent of her? Would these strategies transfer to new books and situations, and ultimately, would they become engaged readers, reading for their own purposes?

The second book was very different from the first. Sudduth was able to go deeper and further with it. As the project progressed, arms waved anxiously as students vied to express and debate their opinions. They began predicting what would happen next in the story. Accomplished and struggling readers alike haggled over whose turn

it was to read aloud.

Thurman was in the classroom frequently while Sudduth's project was under way. "The thing that I'm really amazed with is the student's ability to question what's going on in the story," she says.

Sudduth used comprehension strategies she'd learned from her years in the classroom, and she relied on the Center for Research on Education Diversity and Excellence (CREDE) project: Successful Transition Into Mainstream English: Effective Strategies for Studying Literature.

She also used the following comprehension strategies:

- Instructional Conversations
- Reader Leader
- Think Alouds
- Connections—Text-to-Text, Text-to-Self, Text-to-World
- Attribute Charts
- Story Mapping
- Literature Logs
- Literature Circles
- Think-Pair-Share
- Numbered Heads Together

There are long range implications from Sudduth's program. Many of the myths we have about culture and how language is learned most effectively have been broken says Jesús Cortez, Ph.D., with the Department of Professional Studies in Education at California State University, Chico, and Sudduth's chair for her master's project. He adds that this level of reading would generally be perceived as something only exceptional ELL students could handle.

Low Classroom Anxiety

Creating a supportive environment for students was vital to the success of the program and started long before Sudduth read the first *Harry Potter* book. The Reader Leader strategies developed by Mitchell were part of Sudduth's program. She doesn't allow students to interrupt one another, everyone is supported, all answers are accepted, and no one has bad answers. Rather than criticize fellow classmates, students say, "I politely disagree with that statement."

Students need to feel secure in order to take risks and share their opinions. "For children to put themselves out there with their peers and speak and take risks and defend their point of view with their language, they need to be in a place where they feel like everybody is supporting them," Sudduth says. This is a big hurdle, she adds.

By creating a safe environment in the classroom, students feel free to take chances and make mistakes.

Comprehension Strategies

- **Instructional Conversations**—*CREDE*
  Instructional conversations are open-ended question strategies aimed to develop higher order thinking skills. This strategy invites students to respond in various ways. They make personal connections to the story and build background knowledge. For example, a teacher could ask students, "Mrs. Weasley sent Ron a Howler. How do you think that made Ron feel?" Students would respond by saying, "It made Ron feel bad in front of his friends or it was really loud and kids were laughing at him." The teacher would reinforce their statement by saying, "So, Ron felt really embarrassed when all the kids were pointing at him because the Howler was scolding him in front of everybody." Students would reiterate, "Yeah, he was embarrassed because he got in trouble."

- **Reader Leader**—*Nancy Mitchell, Language Arts consultant*
  Reader Leader is a structured reading group where one student is a Reader Leader. The Reader Leader reads a paragraph or passage from the story, then asks if there are any clarifying, "what" questions, and wondering, why, or how questions about what was just read. Students use the think-pair-share concept (think to self, discuss with partner, share with group) and turn to their partner. The Reader Leader calls on a pair to summarize the question.

- **Think Alouds**—*Metacognition, Peregoy, et al*
  Metacognition is awareness of how a person thinks. For example, a teacher may comment, "This doesn't make sense to me, or when I read that part I was thinking that..., or I didn't understand that part. Let's go back and re-read it." The teacher may also say, "Now, I think..." and then ask students, "What do you think?"

- **Attribute Charts**—*SDAIE Strategies*
  Charting important elements from the story visually so that students can sequence and make connections.

- **Connections: Text-to-Text, Text-to-Self, Text-to-World**—*Harvey et al*
  Text-to-Text—Students connect what they are currently reading to something they've read in another story.
  Text-to-Self—Students connect to a personal experience.
  Text-to-World—Students connect what they are reading to a world experience, to what they've been exposed to.

- **Story Mapping**—*SDAIE Strategies*
  Story Mapping sequences the main events of the story by grouping information in an organized way to help keep track of the plot.

- **Literature Logs**—*CREDE, Peregoy, Bilingual Center*
  Students respond individually to a prompt from their reading, generally with a quoted passage and a personal written version from the Text-to-Self connection.

- **Literature Circles**—*RESULTS, by the California Reading Literature Project*
  This is similar to Reader Leader. Students are given assigned roles then each child discusses an element of the story.

- **Think-Pair-Share**—*Cooperative Learning Strategies, Kagan*
  The teacher gives students think time. With a partner, they share thoughts, and when they're finished, students indicate to the teacher they are ready to share their opinions.

- **Numbered Heads Together**—*Cooperative Learning Strategies, Kagan*
  The teachers tells each group they are responsible for gathering certain information. Each person within the group is able to express the group's thoughts. The students are given a number and the teacher calls on a specific number to share the information for their group.

These are learning opportunities, Cortez says. For example, the fact that the character Harry Potter isn't perfect provides students with a safety net or permission to take a risk.

"Also, Harry Potter as a character, doesn't always understand how special he is," Cortez continues. Eventually he succeeds because he tried, and students make the connection that if they try, they can succeed, too.

Far Reaching Implications of the Program

Sudduth had high expectations for the program, but she never envisioned that her students would connect Hitler and racism to the *Harry Potter* story. A discussion focused on mudbloods (nonmagical people) eventually led to a discussion on racism, stereotypes and discrimination. Two of the students had been studying Hitler in Sunday school and the conversation turned to why so few good people did anything to stop Hitler. "I had chills," Sudduth admits. The students kept firing questions and she rolled with it. "This was so unique. It's something you'd expect to hear in a fifth, sixth, or seventh grade history class, not with Harry Potter and the mudbloods." "The students connected to it and understood it. I think that they'll always remember we talked about when good people do nothing and that there was a man named Hitler who did these horrible things and they compared him to Voldemort."

What Makes This Program Different?

The mistake that many reading programs make, the whole institution of education for that matter, Sudduth says, "is they think that we have to tear apart literature to access the vocabulary for kids. It's not that way." For ELL students, it's more important for them to understand the important vocabulary from the story rather than belaboring each word or having a long list of words. Using instructional conversation is more productive, Sudduth says. Discourse lays the framework for prediction questions. It also allows teachers to see where students are going with their thoughts, if they're really making connections or if they're off track and don't understand.

Diana Sandoval can't wait to find out what Harry Potter does next.

All students are given the opportunity to share about and discuss the characters and the story. Sudduth uses a chart and writes down comments students make and their names. "Anything a teacher writes down is important," she stresses. When students see their name and what they said written on the chart, it tells them that they and their opinions are important.

Finding Exceptional Literature

Will this strategy transcend to other quality books? Sudduth believes it will. She doesn't know what the next book will be, but, "I'm working on it," she says. "The variable that's going to be different about the next book is the book and the author. I also want a book that's not set in a school context."

It's difficult to find really good writing that is an exceptional piece of literature. Sudduth was at a point in her career where she felt she needed to develop her understanding of children's literature so that she could access it for her students. That's why she decided to take Cortez's course and do the master's program. "I knew I had a big hole in myself as a teacher."

Sudduth found books she liked, like the *Harry Potter* series, and recog-

Criteria for Exceptional Literature

What makes an exceptional piece of literature? A key element is describing difficult words within the story without the reader being aware of it, says Maria Sudduth, a bilingual teacher in Corning, California. "J.K. Rowling is wonderful at that. That's what makes her an exceptional writer." Sudduth's criteria for choosing the support books for the *Harry Potter* project were:

- **Readability:** the books needed to be at students' instructional reading level.
- **Theme:** the themes needed to compliment the *Harry Potter* series.
- **Characters:** the characters had to be engaging and students needed to find them believable. They needed to draw them into the book, so students would explore the comprehension strategies they learned through the literature circle with *Harry Potter*.
- **Background Knowledge:** background knowledge was needed to support the *Harry Potter* series.
- **Literary Style:** the author needed to write in a natural way without using controlled vocabulary so the author's use of language supported rather than detracted from the reading experience.

Other characteristics for exceptional literature are:

- Multilayered, believable characters.
- Characters children connect with and care about—feel sorry for, love, or hate.
- In-depth writing with a lot of word support included in the text.
- Writing that builds on previous events and foreshadows what's coming.
- A writer who has a good sense of children.
- A writer who writes for children.
- Settings that excite, enthrall, and invite children inside the pages.

(L to R) Gabriela Flores, teacher Maria Sudduth, Gabriela Sanchez, and Alejandra Salazar enjoy Harry Potter *as a read aloud.*

nized it as good literature, but she didn't know how to take a book she wasn't familiar with, look at it, read it, and determine whether or not it met the needs of her students.

For the next book to have the same results, Sudduth says, it needs to hold her students' interest and involve them in the story. What if you've chosen literature that is beyond your student's ability? "The control valve has to be student interest and motivation," Cortez says.

Sudduth advises, "You need to recognize as a teacher if you go off track. If something's not working, by all means, drop it and go another direction. Don't stay with it and lose all your kids and give them a bad experience."

Test Results

At the end of the reading project, Thurman did all the testing to ensure unbiased results. She used the Scholastic Reading Inventory test. Form A was used for the pre-test, and form B for the post-test. In the pre-test, students' scores ranged from 415 to 780. Post-test results ranged from 485 to 935. From last year to this year, students made "a huge leap," Thurman says. Sudduth is pleased with the results and feels the project was a success.

Empowered Through Reading

Some children who are beginning language learners may not understand *Harry Potter* at its deepest level. "That's perfectly okay. That's why we read books over and over and over again so that we can get the different messages every time we do," Cortez explains.

Students were empowered by reading *Harry Potter*. "It was a good thing for them to realize that they could read this book and understand the story inside. Imagine the power a child gets when they know they've read a 400-page book," Cortez says.

"They're impressed," Sudduth agrees, and by reading a book of this length, they have not only increased their vocabulary, but their self-esteem.

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What I Liked About *Harry Potter*

As part of Maria Sudduth's *Harry Potter* project, students sent e-mails to her masters committee chair, Jesús Cortez, Ph.D., with the Department of Professional Studies in Education at California State University, Chico. Students wrote to him with interpretive and cause and effect questions.

Cortez responded with critical, creative, and value questions. For example, he asked them, Why do you believe this? What makes you think this is something that will happen in the story? "I did this on purpose. I know that they're reading the story, so the next step is to talk about why they believe the story is an interesting story."

Students asked Cortez a variety of questions.

Q: "Does Harry Potter have brothers or sisters?" *—Rocio, fourth grade*
A: Cortez: "I don't think Harry has brothers or sisters. However, we may find out in the other books that he has a brother or sister. Your question presents a very interesting idea."

Q: "At the end, does Dobby go with Harry into the Chamber of Secrets?" *—Gabriela, fourth grade*
A: Cortez: "I'm not sure if Dobby goes with Harry. It does seem like a possibility. What information gave you that idea?"

Cortez also asked students what they liked about *Harry Potter*, and below is a sampling of their responses:

"I like reading *Harry Potter* because it's like fun, and I get pictures in my mind." *—Andrew, fifth grade*

"I like reading *Harry Potter* because when I'm reading I have a lot of imagination. It gets in my head." *—Alejandra, fifth grade*

"I like *Harry Potter* because he gets in situations that are hard to get out and scary." *—Uriel, third grade*

"I like reading *Harry Potter* because it is exciting and scary—like about the spiders and the car saving them and the invisible cloak." *—Edgar, fifth grade*

New Guide Refines Knowledge and Competence in TESOL

The Cambridge Guide to the Teaching of English to Speakers of Other Languages
Ronald Carter and David Nunan (eds.)
Cambridge University Press, 2001, 294 pp.

In my almost 40 years of experience as a teacher and teacher-educator in both ESL and EFL contexts, I have read, used and reviewed books aimed at enhancing the theoretical and practical preparation of teachers of English. Given the extraordinary progress made in the field of teaching English to speakers of other languages (TESOL), it comes as no surprise that *The Cambridge Guide to the Teaching of English to Speakers of Other Languages* has been more comprehensively conceived and designed than similar predecessors. *The Cambridge Guide* is commendably edited by two creative, farsighted TESOLers, who have the Universities of Nottingham (U.K.) and Hong Kong (China) as their respective academic homes.

Organizationally, all 30 chapters (written by 33 contributors) follow the same sequence: introduction, background, research overview, relevance to classroom practice, current and future trends and directions, conclusions and key readings. Chapters focus on both well-established, traditionally discussed issues such as listening, speaking, reading, writing, grammar, and vocabulary and on more recent or less probed aspects, for example, program management, intercultural communication, and online communication. Content-based instruction is addressed in the chapters on English for specific purposes (Tony Dudley-Evans), syllabus design (Michael B. Breen), and computer-assisted language learning (Elizabeth Hanson-Smith). The concept of "integrated curriculum" is focused on in the chapters on writing (Joy Reid) and pronunciation (Barbara Seidlhofer).

There is a lot of great stuff to choose from and you can almost name it and find it in this "book aimed at teachers, teachers in preparation, and undergraduate and graduate students of language education and applied linguistics" (p. 5). If you are education-minded and look for insights inspired by the science-art of educating people linguistically—through English, in this case—you will find some gems in the volume, especially Donald Freeman's contribution on second language teacher education. If, on the other hand, you're looking for interdisciplinary approaches to TESOL, chances are you will find most inspiring and thought-provoking the chapters by Sandra Silberstein (sociolinguistics), Thomas Scovel (psycholinguistics), and Claire Kramsch (intercultural communication). Literature-oriented TESOLers will find Alan Maley's "Literature in the Language Classroom" most inspiring and may share this reviewer's appreciation for his cogent concluding remark: "in an age of critical theory, it is unsurprising that literature can also form the basis for a critical analysis of the distribution of power, not least as reflected in issues such as the role of men and women in society, the consumerist agenda and the unequal distribution of wealth and poverty" (p. 185). Equally praiseworthy is Jack C. Richards expressive set of nine "assumptions...constituting the underlying ideology of TESOL" (pp. 213-217).

This thorough volume also includes biodata on contributors (alas, no e-mail addresses), a list of abbreviations, an 11-page glossary, a 45-page reference list, and a 20-page index.

Given the book's strengths, it is well to ask what omissions I could detect or what could be remedied in a second edition.Conspicuously absent in the definition/characterization of TESOL (p. 1) is one of the key senses of that acronym: the organization known as Teachers of English to Speakers of Other Languages, Inc., which is based in the United States. Although that sense of TESOL can be found in current dictionaries (cf. the *Random House Webster's College Dictionary*, 2nd edition, 1997, p. 1329) and despite the fact that several of the book's contributors mention the TESOL organization in connection with its services and/or products (cf. pages 67, 194, 204), it is simply not given its place in the definitional sun nor in the list of abbreviations (p. vii).

While the volume's reference list can be praised for being up-to-date, an indispensable reference work was left out: *The Dictionary of Language Testing*, by Alan Davies et al published by Cambridge in 1999. Also, the very informative glossary has no entry for linguistic rights, a key-concept these days, as noted by Kramsch in her overview of intercultural communication (p. 205). Given my commitment to the humanization of language education and the application of communicative peace in language teaching, I was delighted to find mention of human rights policy (p. 105), but there was no entry for peace education. Since there is a well-established tradition of peace studies (a young but vigorous field of peace psychology) and an emerging domain of peace linguistics, a second edition could very well find room for something like "Peace through TESOL."

I must also question the geographical representation of its authorship. The majority of contributors teach in the United States (11), followed by the United Kingdom (10), Hong Kong (3), Australia (3), and there is one contributor from each of these countries: Austria, Canada, Egypt, Singapore and Thailand. Japan and Israel are not included although both have strong traditions in the field. Also, there are no contributions from Latin American TESOLers. Understandably, editing a book of such complexity calls for challenging editorial decision-making, but since the teaching of English is worldwide, it would follow logically that a guide to TESOL should be geographically more representative of the diversity of creative traditions from as many parts of the world as possible.

In an age when encyclopedic publications in TESOL play an increasingly strategic and formative role, *The Cambridge Guide* is to be welcomed and used wisely by all in the field and related professional domains. My graduate courses in TESOL will certainly be considerably enhanced by this source and action book. In a nutshell, this is a must for your bookshelf.

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Grammar Rules vs. Grammar Reality

This is your chance to find solutions to the grammar riddles that stump you. Mail your questions to the Grammar Guy, *ESL Magazine*, 220 McKendree Ave., Annapolis, MD, 21401 or e-mail them to ESLGrammarGuy @aol.com.

Dear Richard,
I get frustrated when I teach a grammar rule then see that the rule is not observed by many native English speakers. For example, when I teach the expression *there is/there's* and the plural form *there are*, the students have no trouble understanding that *there's* is used with singular nouns and *there are* is used with plural nouns. In the "real world" I hear native English speakers, both educated and not-so-educated, say, "There's lots of reasons to do this." I've been listening to people, and I almost never hear them say *there are* when they should. —*Disgruntled*

Dear Disgruntled,
I sympathize with you completely! I, too, have noticed that the vast majority of native English speakers tend to say *there's* whether the following noun is singular or plural, and their level of education has nothing to do with it. Frankly, I've even heard many ESOL teachers do this. What's going on? Very simply, this expression in our language is going through a transitional period. This can be looked at as an error when it only exists in the spoken language, but when you begin to see it in educated writing, you know something more profound is going on because the written language is always much more traditional and slow to change than the spoken language. I have already seen *there's* used with plural nouns in written contexts.

Language is never stagnant; it constantly evolves. Anybody who has taken a course in the history of the English language will attest to this fact. I predict, given the way the current trend is going, that *there's* followed by a plural noun will become accepted as correct grammar within a few decades, if not sooner. And it's not alone; *here's* and *where's* are evolving in the same way. Soon, ESOL grammar books will have to start recognizing this change and at least offer it to our students as an alternate form. Perhaps that's what you should do now, Disgruntled. It's up to you.

And now to the answer for "Food for Thought" from our last issue. Unfortunately, no one sent in a full, correct answer, but I appreciate those of you who tried. The question posed to you was, "If we say 'the Nile,' why don't we say 'the Lake Como'? If we say 'the Hague,' why don't we say 'the Stockholm'? If we say 'the Deep South,' why don't we say 'the Silicon Valley'?"

For reasons that you as the teacher don't need to get into with your students, there are some names for geographic designations that use the definite article *the*. Examples are the Caucasus, the Yucatan, the Taiga, and the Yukon. Just tell your students, "That's English!" These have become pat noun phrases in the language, and trying to analyze them could create quite a linguistic nightmare. You should remember that sometimes analyzing why a language does this or that can be counterproductive.

However, if you're not comfortable with that philosophy, here are two concepts that may make you more comfortable:
- When places created by people have become "institutionalized" or universally recognized, we tend to use the definite article along with their names (e.g., the Vatican, the Panama Canal, the Hague).
- The definite article is used with geographical names when the name comes before the geographical term (the Nile [River], the Yukon [Territory], the Andes [Mountains]). But if the name comes after the geographical term, we drop the definite article (Lake Titicaca, Mount Fuji). One notable exception is when mentioning waterfalls (e.g., Niagara Falls, Angel Falls, Victoria Falls).

And here's the "Food for Thought" question for this issue: What's the difference in meaning between these two sentences, and why are they so different? *She's having a baby./She's having the baby.*

Richard Firsten is an ESL instructor, teacher trainer, and author specializing in grammar and methodology. He currently teaches at Lindsey Hopkins Technical Education Center in Miami, FL.

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How Good is Your Vocabulary Program?

BY PAUL NATION

Some language courses have a special vocabulary section while others deal with vocabulary as a part of listening, speaking, reading and writing. In both these approaches to vocabulary there are important guidelines that should be put into practice and used to plan and monitor the learning of vocabulary in a language course. In order to help teachers check their own courses, these guidelines are presented as questions.

What vocabulary do your learners know and need to know?

It is very important to know where your learners are in their vocabulary growth. One major reason for knowing this is because the teacher needs to take a very different approach to teaching high frequency vocabulary from low frequency vocabulary. If learners do not know enough high frequency, it is also important to know what high frequency vocabulary to focus on. Fortunately two versions of a very useful test, the Vocabulary Levels Test, have been developed and trialled to help teachers find this information. Copies of the test are available in Schmitt (2000) and Nation (2001). Here is the introduction to this test:

This is a vocabulary test. You must choose the right word to go with each meaning. Write the number of that word next to its meaning. Here is an example:

l. business
2. clock
3. horse
4. pencil
5. shoe
6. wall

____ part of a house
____ animal with four legs
____ something used for writing

You answer it in the following way:

l. business
2. clock
3. horse
4. pencil
5. shoe
6. wall

__6__ part of a house
__3__ animal with four legs
__4__ something used for writing

Some words are in the test to make it more difficult. You do not have to find a meaning for these words. In the example above, these words are business, clock, shoe.

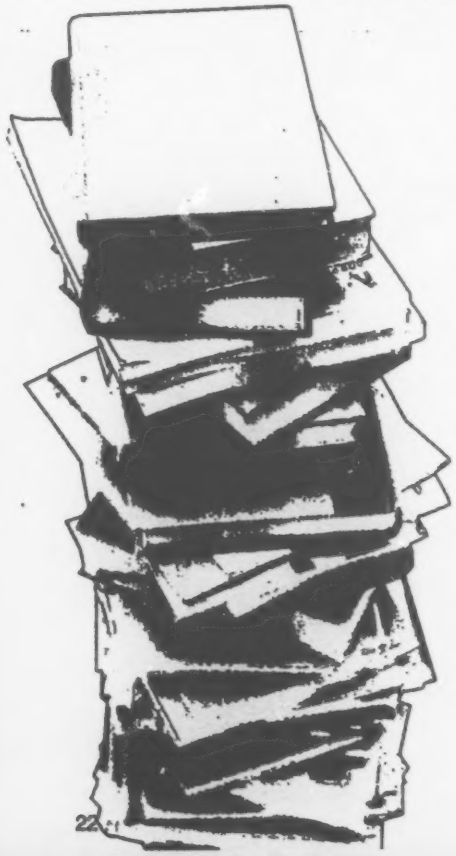
Note that the test is designed to be easy in the sense that the distractors are not distracting. This means that if the learners know a little about a word, they should be able to choose the correct answer. The test is thus designed to let learners show what they know so that the vocabulary program can enrich and build on that.

The Vocabulary Levels Test is divided into five levels, each separate from the others and each sampling from 1,000 words:

- 2,000 Word Level (the second 1,000 high frequency words)
- 3,000 Word Level (low frequency words)
- 5,000 Word Level (low frequency words)
- Academic Word List (high frequency words for academic purposes)
- 10,000 Word Level (low frequency words)

The first 1,000 words are not tested because it is not possible to give the meanings of these words in simpler language. If learners do not know the most frequent 2,000 words, then these should be their first goal. These words cover about 80% of academic text and newspapers, about 87% of the words in novels, and over 90% of the running words in informal conversation. They are very useful, essential words in all uses of English (West, 1953).

The Academic Word List (Coxhead, 2000) contains 570 word families that are very useful for learners who will study in English in senior high school or university. It contains words like *theory, compile, demonstrate, minimum.* These words cover about 10% of the running words in academic articles and text books, about 4% of the words in newspapers, and less than 2% of the words in novels and conversation, so it is clearly a specialized vocabulary. Academic vocabulary is a very important learning goal for learners who are going to do academic study in English. One way of seeing the importance of this vocabulary is to look at the difference it makes to the density of unknown words in academic text. A vocabulary of 2,000 high frequency words provides 80% text coverage and a density of unknown words of 1 in 5. A vocabulary of 2,570 that includes high frequency words plus academic words provides 90% text coverage and a density of unknown words of 1 in 10. In other words, learning the academic words doubles the amount of comprehensible context available.



Is the vocabulary being dealt with in the best way?
Because the 2,000 high frequency words and the 570 academic words are so useful, each word deserves to be focused on. They need to be met in listening, speaking, reading and writing and also need to be directly studied. The thousands of remaining low frequency words are not so useful. Learners need to learn them gradually after they know the high frequency words, but teachers should not spend valuable class time focusing on individual words. There are too many of them and the time spent on them is not repaid by opportunities to meet and use them. The teacher's focus needs to be on the strategies for coping with and remembering low frequency words. There are four major strategies and, in order of importance, they are as follows:

1. Guessing from context—using clues in written or spoken text to infer the meaning or part of the meaning of previously unknown words. To do this successfully, learners need to already know 95%-98% of the running words in a text.

2. Using word cards—deliberately studying words and their translations on small word cards, with the word on one side and its translation on the other. This is a very unfashionable activity but there is overwhelming research evidence to show that it is a very efficient and effective learning strategy (Nation, 2001: Chapter 8).

3. Using word part analysis—breaking complex words into prefix, root and suffix and using the meaning of the parts to help remember the meaning of the whole word. Over 60% of the low frequency words in English come from French, Latin or Greek, which make use of word parts. A small number of very useful prefixes and suffixes occur in many English words.

4. Using a dictionary—using a dictionary to find the meaning of words and to gain other information about them. This strategy gives the learner independence from the teacher.

When the learners meet a low frequency word in class, the teacher can use this opportunity to practice one of the four vocabulary strategies.

Is the vocabulary being met across the four strands of the course?
One way of deciding whether a language course is well-balanced or not is to see if there are roughly equal opportunities for the following:

1. Learning through meaning-focused input—listening and reading where 98% of the running words are already known,
2. Learning through meaning-focused output—speaking and writing,
3. Learning through language-focused study and teaching,
4. Developing fluency in listening, speaking, reading and writing where 100% of the vocabulary is already known.

Vocabulary development needs to occur across these four strands with each high frequency word being met repeatedly in listening, speaking, reading and writing, deliberately studied, and met in easy texts with some pressure to process them faster than usual. Here are ways in which each of these four strands can be put into practice with a vocabulary focus.

Learning through meaning-focused input. Where English is taught as a second language, it would be hoped that most incidental vocabulary learning would occur through listening as learners receive spoken input that contains only a small proportion of unknown words (preferably 2%, which equals one unknown word in 50 running words). This input can be in the form of conversation, classroom speaking activities, listening to carefully chosen or adapted stories, and note-taking and information transfer activities, in which learners change verbally presented information into a table or diagram. It is not easy, however, to get spoken input at the right level.

Where English is a foreign language, the main source of input should be a substantial extensive reading program that makes use of some of the hundreds of graded readers available in English. An extensive reading program is also very important where English is learned as a second language. A substantial program involves each learner reading one graded reader at an appropriate level (where 95%-98% of the words are already known) every one or two weeks and reading a total of about 20 per year. For advice on setting up a graded reader program see Day and Bamford (1998).

Learning through meaning-focused output. Having to produce language (speaking and writing) results in some different kinds of learning from having to receive language (listening and reading). As learners do speaking activities, the

All Words Are Not Created Equal!

This article about vocabulary has been turned into a frequency list. The article is 1906 running words long and contains 532 different word types (only the top and bottom items in the list are given here). The word *the* occurs 100 times in this article. Notice the following things:

1. A small number of words cover a lot of the text. The top 10 cover 27% of the running words in the text.
2. There are a lot of words that occur only once (307 words) or twice (80 words).
3. The frequency of the words drops quite quickly.
4. These types of figures are typical of even very long texts and have implications for learning and teaching.

The	100
Of	74
To	58
And	56
Words	46
A	41
In	39
Vocabulary	38
Is	30
Are	25
Learners	25
Word	25

Wide	1
Will	1
Without	1
Work	1
Working	1
Write	1
Yet	1
You	1
Young	1
Yourself	1

Fluency Activity

A typical fluency activity is 4/3/2 where the learners deliver a talk to a partner for four minutes on a topic they are very familiar with. After four minutes the teacher says stop, the learners change partners. The same learners give the same talk to their new partner, but they have only three minutes to do it in. After changing partners again they give the same talk to this third partner but in only two minutes. Then the half of the class who were listeners now become speakers and go through the same sequence delivering their talks.

teacher should check that they know the language needed to negotiate the meaning of words that they do not know or that others might not know. This involves seeking clarification and confirmation, requesting repetition, and explaining the meaning or spelling of a word. With a little practice, teachers can quickly design activities that encourage vocabulary learning (Joe, Nation and Newton, 1996; Nation and Hamilton-Jenkins, 2000). Other spoken activities include retelling with vocabulary cues and role play based on written input. Retelling or reporting are also useful written activities.

Language-focused learning. The direct deliberate study of vocabulary involves learning vocabulary strategies, doing vocabulary activities like studying collocations (words that typically occur together), word parts, spelling, pronunciation, and word meanings, and learning words and their translations using packs of word cards. Research on deliberate learning shows that it is much more efficient than incidental learning, is effective in learning a wide range of aspects of word knowledge, and can have positive effects on meaning-focused use of the language. There are criticisms of this largely decontextualized learning but these criticisms are contradicted by research. It is important to see this kind of learning as only one of the four strands of the course with the other three strands all being strongly message-focused.

When using cards for learning new vocabulary, learners should write the word on one side and its first language translation on the other, should try to retrieve the meaning rather than just flipping over the card without thinking, should keep changing the order of the cards, should increasingly space the learning sessions, and should avoid putting words of related meanings (synonyms, opposites, lexical sets) in the same pack of cards (Nation, 2000).

Fluency development. Vocabulary not only needs to be known, it needs to be readily available for fluent use. Activities with a fluency goal should take up about 25% of the time in a language course. They have the following characteristics:

- They involve only language that is already known to the learners;
- They involve large quantities of language use;
- They are focused on communicating meaning;
- They push the learners to perform faster than they usually do.

Fluency development needs to occur across all the four skills of listening, speaking, reading and writing. Typical activities include speed reading, repeated reading, extensive reading using easy graded readers, ten-minute writing (where learners write as much as they can in ten minutes), listening to the same text several times, listening to what has been already read, 4/3/2 (where learners give the same talk to three different learners with decreasing time to do it), and making the best recording of a text by recording then listening to it and trying to improve it by rerecording it. In fluency development activities, 100% of the vocabulary used must already be known by the learners.

Are the learners making progress in their control of vocabulary?

By conservative estimates, native speakers increase their vocabulary by over 1,000 words per year, at least up to their twenties. Most learners of English as a foreign language are lucky to achieve one quarter of this rate. Young learners of English as a second language can match native-speaker rates but struggle to close the gap that existed at the beginning of their learning.

Teachers need to help learners see their progress in vocabulary growth and feel excited about it. There are several ways of doing this:

- By recording progress through the levels of a graded reader series,
- By having regular vocabulary tests which sample from the different vocabulary frequency levels of the language,
- By getting learners to keep records of the words they learn from word cards,
- By using text books that work systematically through various vocabulary levels.

Learners see vocabulary as a very important part of language learning and often use it to measure their progress or lack of progress. By taking an informed, balanced and systematic approach to vocabulary teaching, teachers can help learners achieve better results and feel happy about their progress.

Paul Nation teaches in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. His latest book, Learning Vocabulary in Another Language, *has just been published by Cambridge University Press.*

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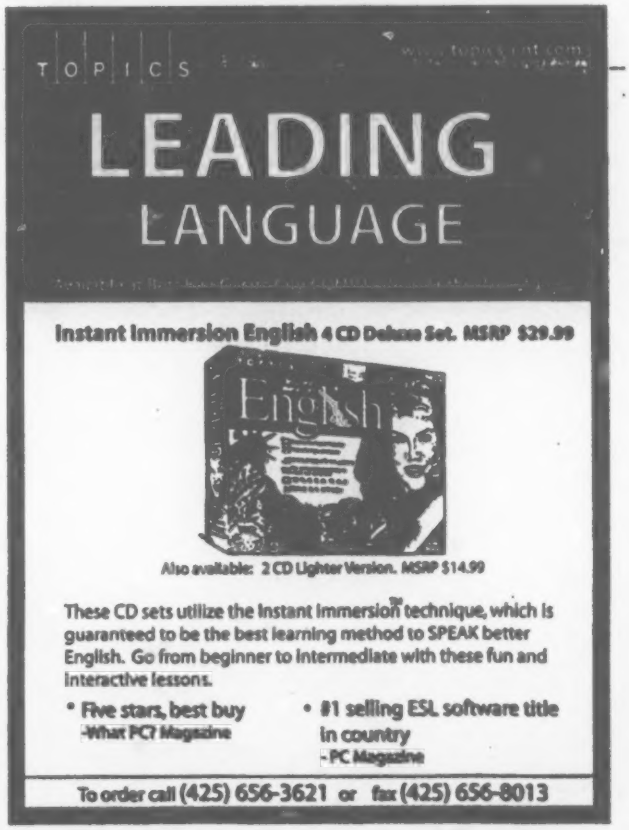
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Thomas Nixon's
Employment Focus

In Pursuit of Full-Time Employment

If you have been an adjunct instructor for more than a year or two, and you haven't been getting any nibbles for full-time work, then it might be time to begin looking at a level change. What would you say if I told you that within a year you could be working full-time as a teacher? Have you ever thought about teaching children?

Before dismissing the thought, think about a few things. There is currently a teacher shortage at the K-12 level. Yes, I said shortage. Like they actually need us. It's nice to be needed; a feeling that does not often come to mind when you think of the life of an adjunct teacher. Also, public school teachers in many places make more money and have better benefits than many instructors in intensive English programs.

My first piece of advice is to volunteer in a classroom. Spend some time with children in an academic environment. Most schools are desperate for volunteers and will welcome you gladly. My second piece of advice is to volunteer in the same type of schools where you could end up teaching. Reality says that most of the jobs available are not going to be in the upper middle-class high school on the "good" side of town.

What would you teach? Much of that depends upon whether you're thinking about teaching elementary school or junior/senior high. Elementary school teachers teach everything, but some of those classes are specifically for second language students and are designated as such. Even if your class is not called ESL, many of your students will be second language learners and your experience with second language learners will be valued.

At the secondary level, there are many ESL classes, but there are also core subject classes (math, science, English, social science) that are geared specifically for second language students. If your undergraduate major is in one of those areas, that can make you a valuable commodity.

It may be possible to begin teaching now. Many states have what they call the "alternative certification" route. To find out the specifics for your state, check out your state's department of education or teacher licensing office. If you can't find it, take a look at The National Association of State Directors of Teacher Education and Certification's website at http://www.nasdtec.org/.

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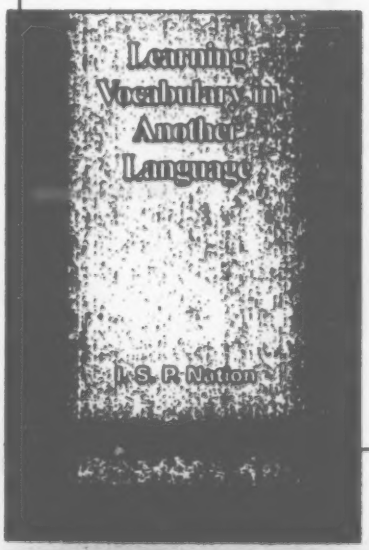

Learning Vocabulary in Another Language
Paul Nation

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New Professional Development Strategies

BY KIRSTEN SCHAETZEL AND LIZ ENGLAND

How many times have we heard teachers say after a professional development day, "Well, that was a waste of time!"? How many times has each of us said it?

Professional development for teachers is extremely important—knowledge in all fields increases every day. Just as you wouldn't want to go to a brain surgeon who hadn't received updated training in twenty years, you wouldn't want to sit in an ESL/EFL class taught by a teacher without any updated training. The surgeon's patient may die quickly, but the student (or even the teacher) may die slowly of boredom or frustration. The student may give up study altogether if the teaching method is not relevant to his or her learning needs, style or interests.

Unfortunately, in the field of education, professional development is often seen in a negative light. All too often, administrators design professional development activities based on their own observations rather than teachers'; teachers may not perceive this training as relevant to their teaching situations because they were not involved in the design. In addition, finding the time and funding for professional development are often serious challenges. Given these challenges, ESL/EFL program administrators and teachers must work together to make professional development a priority and to make it relevant and accessible to teachers.

A Professional Development Philosophy

A new perspective is needed to overcome the difficulties associated with professional development for ESL/EFL professionals. Two important tenets undergird successful professional development programs. These are based on research and the experiences of effective ESL/EFL program administrators. In order for professional development to become a meaningful part of ESL/EFL work, these two tenets must be given programmatic importance and be highlighted by administrators. The first tenet is that professional development is valuable, and the second is that professional development should be required.

The first tenet promotes the value of professional development. Not only does it produce better teachers, but it is an interesting, meaningful endeavor that is part of life-long learning and a means of greater job security and career advancement. An administrator can promote the value of professional development in a number of ways: by making time for it in each semester's schedule, arranging for and creating quality professional development opportunities and by providing financial support for it.

According to the second tenet, administrators should cultivate the expectation that teachers pursue professional development. Many times teachers do not engage in professional development activities because there is no expectation that they do so. Busy, hard-working teachers may not commit time to professional development if it is not required of them. Programs in which exciting things happen professionally are those in which there is an expectation that teachers and administrators will engage in professional development.

Strategies for Meeting Professional Development Needs

Given these tenets of professional development, the following are strategies for meeting the professional development needs of ESL/EFL professionals. They are starting points for developing and implementing a successful professional development program. These strategies allow busy professionals, even part-timers, to pursue professional development without added stress. Many of these strategies are individualized and ensure that teachers will be able to put new ideas to work in their classrooms.

Give Teachers Freedom

Administrators with effective professional development agendas allow teachers to take part in the decision-making for any professional development activities. They also give teachers the freedom to pursue professional development according to their own

interests and related to the teaching and learning that occur in their classrooms. Because so many teachers undertake so few professional development activities, an administrator needs to be supportive of whatever professional development activities teachers first identify. The administrator may give input into a teacher's program, but it is wise in the early stages to allow teachers to explore their own ideas.

Design Programs According to Principles of Adult Learning

Much of the time, professional development activities are not popular with teachers because they are not founded on principles of adult learning. Learning can be experienced through pedagogy or andragogy. Pedagogy is perhaps most familiar to us: the teacher/trainer is seen as the information giver and the students/trainees are the receivers. Most information is given in a lecture, and students are asked to recall or implement it later. In andragogy, the teacher/trainer is the facilitator of learning, and students/trainees decide for themselves what they want and need to learn. The teacher/trainer then helps students achieve their learning goals.

Whether one chooses to use pedagogy or andragogy with students/trainees depends on the situation, the material to be learned and other factors. However, research in adult learning has shown that adults usually learn more efficiently and more meaningfully through an andragogical model because it is tailored to their actual learning needs, and thus the content is relevant to them (Knowles 1990: 64-65). According to Knowles, the andragogical model makes several assumptions that are different from those of the pedagogical model. It is helpful to keep these in mind when designing and helping teachers design professional development activities:

- Adults need to know why they are being asked to learn something before they begin learning it;
- Adults have a well-defined self-concept and see themselves as responsible for their own lives and decisions;
- Adults bring much practical experience to their learning and this should be built upon, not ignored;
- Adults may be self-motivated, but many adults need some kind of external motivation in order to begin learning;
- Adults are life-centered (task-centered or problem-centered) in their learning (1990:57-63).

Administrators can thus build professional development opportunities on the experience and strengths of teachers and help teachers focus on what individual professional development opportunities are most relevant to them in their present work.

Encourage Self-Reflection

In addition to these principles, much work has been done in recent years with self-reflection as a tool for teacher development (Farrell 1998; Jaramillo 1998). Self-reflection can also be used to build professional development opportunities that are relevant to teachers. Some teachers are very self-directed and constantly submit their teaching to much critical analysis. Some teachers are less self-directed and can benefit from the administrator who serves as a guide, asking specific questions when evaluating teachers to assist them in critically analyzing what happens, or does not happen, in their classrooms.

In the California Tomorrow Project, a project that completely restructured the school day and introduced new, more effective methods for the acquisition of literacy, teachers (ESL, bilingual and content area) were coached to use peer observation as a means of incorporating more self-reflection into their teaching (Jaramillo 1998:17). Teachers in this project continue to find that using self-reflection makes them more effective teachers. Self-reflection leads to self-direction and can be incorporated into a professional development program so that teachers' classroom needs are met through further professional development.

Distribute Information

Distributing information about professional development activities is essential for giving teachers access to learning opportunities. Lectures, conferences, and workshops as well as calls for papers and possible sources of funding should all be made known to teachers. This information can be broadcast in many different ways: on a bulletin board, through messages put in teachers' mailboxes, through a "routing list" that is circulated in the office or via e-mail. They can be sent out as they occur or compiled for several weeks and sent out in a batch.

Encourage Presentations and Writing

Many young teachers view conference presentations and writing articles as better left to "the experts." However, much of the exciting and interesting work presently being done in the field of ESL/EFL is happening in classrooms around the world and needs to be shared outside the classroom walls. While doing classroom observations or talking to teachers about their lessons, an administrator should point out what could be developed into a conference presentation or article and give teachers opportunities for peer feedback over a draft of an article or presentation.

Promote Reading

Administrators can make journals and relevant articles (both in print and online) known to and available to teachers. Many teachers have neither the time to go to the library to find and read articles nor the money to personally subscribe to several professional journals. If journals can be kept in the language program office instead of the library, teachers can browse through them. Good, short articles can also be placed in folders on specific topics or in teachers' mailboxes so that teachers can read them when it is convenient.

Arrange Peer Observation

Administrators can include peer observations in the overall scope of the language program. Though these can be intimidating at first, research has shown how much teachers learn from each other's classes and how they use the opportunity of being observed to become more aware of their own teaching (Nunan and Lamb, 1996, Crandall, 1998, England, 1998, Jaramillo, 1998). However, some teachers require training and guidance in peer observation. If they have not received these as part of their pre-service training, they will need it as a part of in-service professional development.

Administrators can give guidelines and lay ground rules for polite, constructive observation, so that teachers will know how to comment on what they see. These give peer observation a positive focus, which is extremely important. The majority of teachers who engage in peer observation find that their teaching skills have been strengthened and that they have better working relationships with their colleagues.

Use Learning Contracts
Another way of integrating more professional development activities into teachers' lives is to use learning contracts. Many businesses and organizations are now using learning contracts to help staff and supervisors decide together what professional development needs a staff person has and what the best ways are to meet those needs. Some organizations have staff members discuss and verify each other's learning needs. A learning contract has several parts, the most essential being: 1) learning objectives, 2) learning resources and strategies, 3) evidence of accomplishment of objectives, and 4) criteria and means for validating evidence (Knowles, 1990). Thus, the teacher first decides what it is that he or she wants to learn, analyzes the resources available and the strategies for learning that will work best within the daily constraints of life, then describes how to evaluate whether or not the objectives have been accomplished and uses a means of outside verification (this can be a colleague or administrator). "Learning contracts provide a vehicle for making the planning of learning experiences a mutual undertaking between a learner and his helper, mentor, teacher, and often, peers." (Knowles, 1990:213)

Learning contracts may seem like a lot of work at first, but they are actually a very flexible medium for professional development. When teachers first use learning contracts, it is best to identify only one or two objectives. After those have been met, whether at the middle or the end of the semester, the teacher can pursue new ones. It is better to outline only a few learning objectives during the semester rather than several overwhelming objectives that may not be accomplished.

Highlight Professional Development Requirements When Hiring
Finally, all teachers, full-time and part-time, should know at the time of their hiring that they are expected to complete professional development activities. Whatever forms of professional development a program undertakes, teachers need to know during the interview process what is expected of them.

Overcoming the Tangles of Teaching
In his recent book *The Courage to Teach*, Parker Palmer describes the "tangles of teaching" (pp. 2-3), those confusing situations in which teachers find themselves when trying to improve the learning and teaching in their classrooms. The "tangles" come from three sources, the first two being the students themselves and the material to be learned. The third source of tangles is the teacher. Palmer states, "Good teaching requires self knowledge." One way to help teachers learn more about themselves and how they can become better at their profession is through thoughtfully designed and implemented individualized professional development programs.

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Spotlight on a Professional Development Program

One intensive English program in a large metropolitan area of the United States offers its staff diverse opportunities for professional development. As part of this program, teachers can access the following:

1. Conferences—Teachers are given opportunities to attend and present at professional local, state and regional conferences.

2. Online Training—Through TESOL, Inc., NAFSA: Association of International Educators, and other organizations, there are opportunities for online professional development. Teachers can access these through the university's computer system.

3. Professional Journals—Teachers are encouraged to read and contribute to various professional journals. These journals are kept within easy reach of teachers' desks so that they have access to them and can read them in the small amounts of time they have in their busy days. For teachers who are new to the field of ESL/EFL, having these journals available informs them of the journals relevant to the field as well as provides them with new information about English language learning and teaching.

4. Invitations—Teachers are given invitations to visit other programs and to sit in on classes of colleagues in other English language teaching programs. They also are included in lists of classes available for student teaching observations.

5. Retreats—Program retreats are designed so that all teachers, full-timers and part-timers, may attend. (See Trump, 1998, for a description of one effective ESL/EFL retreat.)

6. Membership and Registration Fee Support—Teachers receive financial support to join associations and attend conferences.

7. Sharing Resources—When any staff members go to conferences or visit programs, they share the materials they gather and what they have learned with other staff members.

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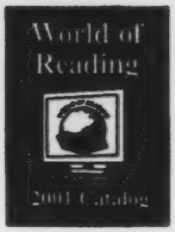

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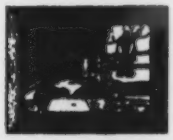

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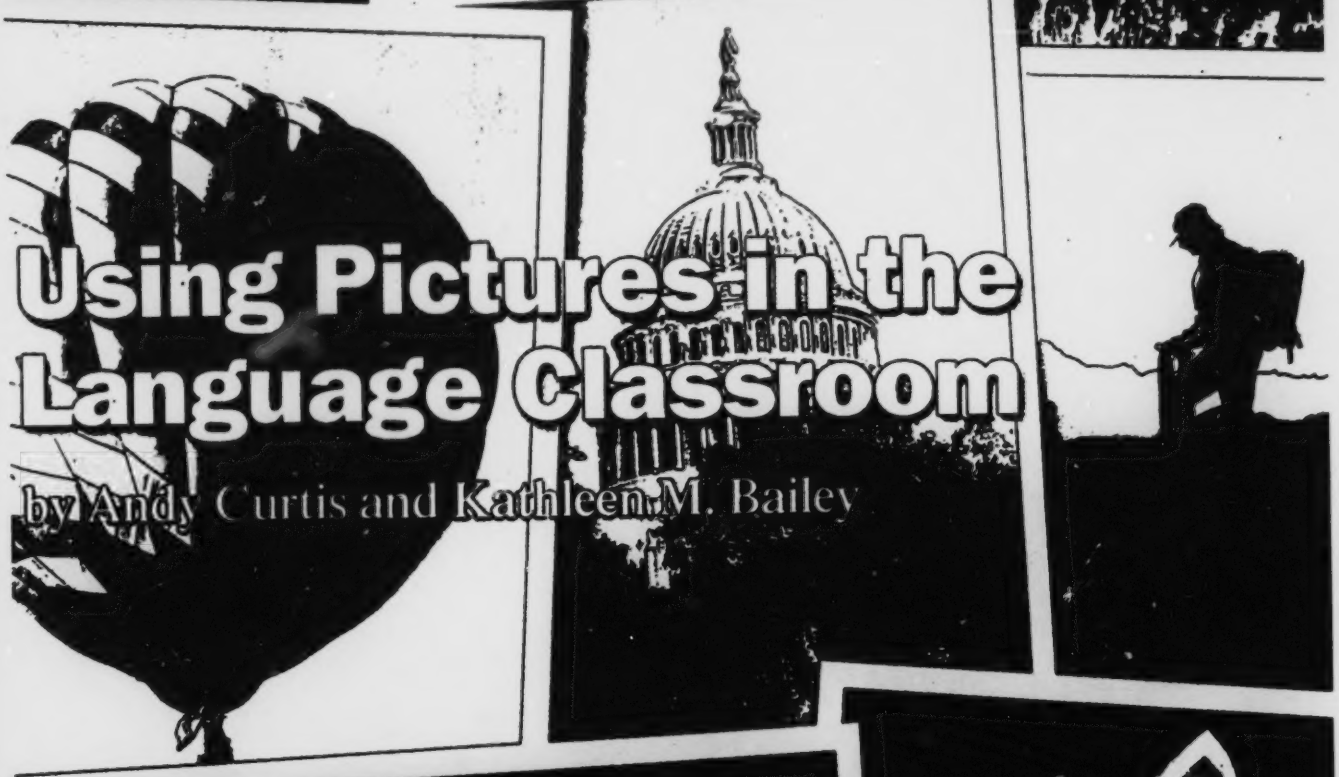

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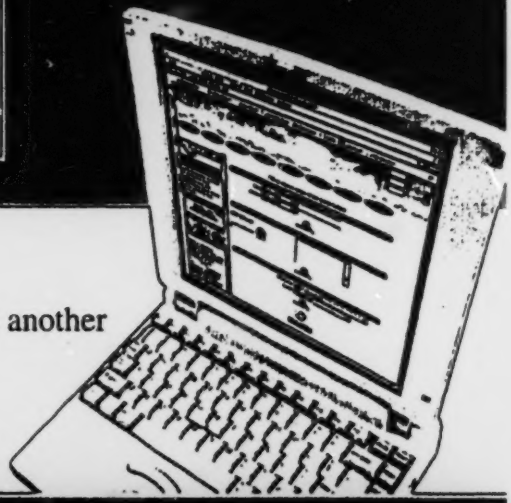

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July/August 2001
Vol. 4, No. 4

FEATURES

Picture Your Students Talking:
Using Pictures in the Language Classroom
by Andy Curtis and Kathleen M. Bailey 10

Putting the "Pro" into TESL/TEFL Professionalism
by Dr. Tina Edstam 16

Accreditation for Postsecondary English Programs in the U.S.
by Teresa D. O'Donnell 22

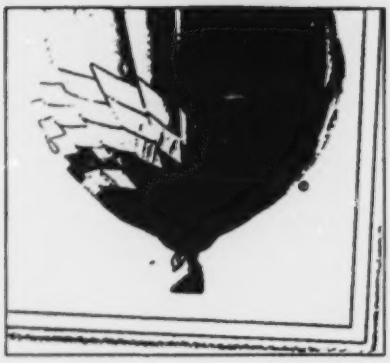
Student Clubs for Enhancing Career Aspirations
by Lucy K. Spence 26

DEPARTMENTS

Editor's Note 4
Letters to the Editor 5
News Briefs 6
Conference Calendar 7
Reviews 20
Catalog Showcase 30

COLUMNS

Christine Meloni's Networthy 8
Joy Egbert's Technology 14
Richard Firsten, The Grammar Guy 21
Thomas Nixon's Employment Focus 25



Page 10

Page 16

Page 22

Page 26

Who's Reading *ESL Magazine*?

Angela Harris
ESL Director/TEFL Coordinator for the Tennessee Foreign Language Institute, a non-profit agency that offers the TEFL Certificate Program, ESL, over 100 foreign languages, interpretation and translation services. www.foreignlanguages.org

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A Picture Can Produce a Thousand Words

It's like pulling teeth or squeezing blood from a turnip. Yes, I'm talking about what it can be like to get some English language learners to speak English in the classroom. Well, Andy Curtis and Kathleen Bailey can help. They have lots of exciting and creative ideas for using pictures to get students talking. As the saying goes, "A picture is worth a thousand words," and that's worth a great deal to an ESL/EFL teacher!

What are some of the benefits of being regarded as a "professional"? The respect of those in the field of education and other professions, appropriate compensation and benefits, career opportunities, influence and access to resources in the school community, to name a few. Tina Edstam explains a variety of ways in which ESL/EFL teachers can establish and maintain their professionalism.

Teresa O'Donnell, the executive director of the Commission on English Language Program Accreditation (CEA), explains the important work of this relatively new and much needed agency for accrediting postsecondary English language programs in the United States.

How do you motivate young English language learners to get excited about and make big plans for their futures? Try a student club that focuses on preparing for a career. That's what Lucy Spence and her colleagues have done for girls in the Isaac School District in Phoenix, Arizona. The results are inspiring!

All the best!

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

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Subscription Information
Introductory rate: 1 year, 6 issues, U.S.: $16.95, Canada/Mexico: $24.95, outside North America: $34.95. All prices in U.S. $ and must be paid in U.S. funds. To subscribe, fill out subscription form on page 29 (photocopy additional forms if necessary) and mail with payment to: *ESL Magazine*, 220 McKendree Avenue, Annapolis, MD 21401. Or fax subscription form with credit card information to 410-990-9052. Please call 410-570-0746 for all other inquiries.

ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@cs.com
www.eslmag.com

ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.
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101 100

LETTERS TO THE EDITOR

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Classroom Management

▷ In her article "Rethinking Classroom Management," (May/June 2001) Jodi Crandall makes some excellent points about ESL classrooms. Crandall states that most teachers will be tempted to adapt the style of classroom management that was modeled to them when they were students, but this will not work when our students come from a different cultural base or when we are teaching the language of a different culture. If we are to be effective ESL teachers, our job is to learn something of the diverse cultural backgrounds of our students. What may be a sign of respect in our country may be disrespectful in our students' home culture. By understanding these cultural differences we can adjust our teaching styles to meet our students' needs. Crandall herself sets a great example by her work in the country of Kiribati. She is living out her own advice.

—KIM CONGDON
ESL Teacher

Harry Potter

▷ It is exciting to hear of Maria Sudduth's work in teaching ESL students to read, write and think by using the vehicle of current popular literature such as the *Harry Potter* series (May/June 2001). These students are highly engaged in learning a second language while at the same time strengthening their reading and writing abilities. Sudduth capitalized on literature that is extremely popular with students' peers to equip them with language, thinking skills and strategies to become better readers and writers.

Though the *Harry Potter* series text was too difficult for most of her students to read independently, she created a scaffold that supported strong literacy learning through read aloud sessions and other support literature. They were able to understand the books for several reasons: a) they were supported by their teacher and their peers; b) they learned reading/comprehension strategies that helped them clarify what they heard and read; c) they were highly motivated by the popularity of *Harry Potter* in the United States; d) they were working daily in a well-structured and supported learning environment (i.e., routines such as students not interrupting their peers during literature discussions); e) each student's opinion was valued.

Though it appears that this course of study proved to be very effective with these students, it is not necessarily as a result of the *Harry Potter* series being great literature. There are other pieces of fantasy literature that are better written and have held up to the test of time, such as C. S. Lewis' Narnia tales. *Harry Potter* may have engaged the students more easily because it is so popular today and ESL students are eager to assimilate themselves to their new culture. Motivation is a strong determinant for learning anything new.

On the surface, it seems that all the students were making great gains in reading and writing. It is important, however, not to assume students are growing as readers just because they can discuss well what is read aloud to them. Involving students in reading other literature independently must be an integral part of a program such as this that Sudduth has included.

I believe the key to Sudduth's success with this approach is that she herself is a reflective and well-motivated teacher who is constantly searching for ways to teach her students effectively. She is flexible and continues with what works and abandons what is futile. She is intent on ensuring her students' success in reading future literature by teaching them transferable skills and strategies. It would be interesting to see this teaching strategy transferred to other pieces of literature in the years to come.

—GENIE BOYD
Reading Recovery Teacher

Professional Development

▷ The article about professional development by England and Schaetzel in your May/June 2001 issue was an important reminder of how integral professional development is to improving the quality of teaching and learning in English language classrooms. Based on the two tenets of valuing and requiring professional development, the authors' review of the myriad of opportunities that administrators can and should make available to teachers, and that teachers can suggest and take advantage of, is a rich resource for programs.

Program administrators and teachers alike can work to ensure that high quality opportunities are presented through providing financial support and release time; building active teacher teams; creating access to recent teaching, research and resource materials; developing forums for teachers to share their learning; supporting teacher presenters at conferences and workshops; and encouraging lifelong, collaborative learning among educators. In addition, encouraging teacher and action research can serve not only to improve programs but as professional development for the researching teachers and their administrators. In our experience it is often the teachers themselves who develop the best reflection or research questions and suggest ways to pursue their inquiries. Among themselves, teachers make liberal use of email lists and mailboxes to share reading materials, distribute information, and create themselves as a dynamic teaching team. Our construction of knowledge about teaching and learning is based not only on theoretical learning and its application but also on the collaborative interpretation of day-to-day challenges and teaching dilemmas.

Finally, if we are to consider professional development for teachers to be essential in our field, so also must such self-initiated and motivated learning be expected of program administrators. As the authors suggest, exciting things can happen when everyone—students, teachers and administrators—are asking hard questions and visibly demonstrating our new learning.

—BEVERLY BICKEL
Director, English Language Center
University of MD, Baltimore County

Citation Omitted: The following citation should have been included in the article "Rethinking Classroom Management—Creating an Effective Learning Community" in the May/June 2001 issue of *ESL Magazine*: TESOL. 2001. Draft ESL standards for P-12 teacher education programs. Retrieved April, 2001, from the World Wide Web: http://www.tesol.org/assoc/p12standards/index.html

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Senate Reauthorizes Its Version of ESEA Bill

In June the Senate approved a bill reauthorizing the Elementary and Secondary Education Act (ESEA) through which most federally-funded K-12 education programs are funded. The Senate version (Better Education for Students and Teachers Act) differs from the House version (No Child Left Behind Act), which was passed in May. The bills differ on program funding, testing and accountability, special education and bilingual education. A revised version must be voted on in the House and Senate and then sent to the President for his approval. For more information, visit http://thomas.loc.gov/.

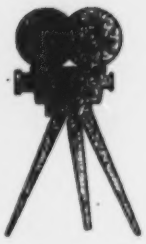
Grant to Colleges Serving Hispanic Americans

Forty-five colleges and universities serving large numbers of Hispanic American students will receive grants from the U.S. Department of Education. These Hispanic Serving Institutions (HSIs) will receive $19.4 million to improve academic programs, student services and facilities, including laboratories and classrooms. In his FY 2002 budget request, President Bush has proposed increasing funding for HSIs to $72.5 million to improve the academic quality, institutional management, fiscal stability and self-sufficiency of the participating schools. HSIs are colleges or universities in which Hispanic Americans represent at least 25 percent of the student population, at least half of whom are low-income. Some 200 two- and four-year HSIs confer about half of all associate's and bachelor's degrees awarded to Hispanic Americans.

Updated Online Career Services

Visitors to TESOL's new Career Services Web page can learn about becoming qualified to teach ESOL, find teacher education programs, find jobs on the Web with JobFinder, receive job ads by e-mail with Placement E-Bulletin, learn about networking and interviewing at the annual job fair, get resume tips and more at job workshops, and find answers to questions about careers in TESOL. http://www.tesol.org/careers/index.html

New Film on Mexican Migrant Workers



La Boda, an award winning film on migrant farm-workers, is scheduled to air nationally on public television stations beginning July 25th (check local listings at www.pbs.org/pov). *La Boda*, by acclaimed filmmaker Hannah Weyer, presents an intimate portrait of migrant life on the U.S.-Mexican border and explores the challenges faced by a community striving to maintain its roots in Mexico while pursuing the "American Dream." *La Boda* is the latest addition to a collection of film and videos produced by Women Make Movies on the Latina/Chicana experience: *Las Madres Del Plaza De Mayo* by Lourdes Portillo; *Chicana* by Sylvia Morales; *Love, Women, Flowers* by Marta Rodriguez; *Daughters of War* by Maria Barea; and *The Day You Loved Me* by Florence Jaugey. Women Make Movies is a non-profit distributor of independent film and video by and about women. It has provided a diverse collection of over 400 titles to the viewing public and has been supported in the past by grants from the MacArthur and the Rockefeller Foundations and the National Endowment for the Arts. www.wmm.com

World's Largest English Class

On Monday, September 10, 2001, English-To-Go.com (www.english-to-go.com), a supplier of English language resource material over the Internet, is organizing the world's largest English language lesson to mark the company's launch of its extended services on the Internet and to celebrate the "European Year of Languages." The company has asked the Guinness Book of Records to document the event. English-To-Go estimates that more than 150,000 students from over 110 countries will participate with teachers from around the globe who will aim to teach the same lesson in a 24-hour period. The company is seeking to recruit TEFL and related English language teachers who do not currently subscribe to its Instant Lesson service. Interested teachers can register at www.english-to-go.com.

New ERIC Digests Available Online

The Educational Resources Information Center (ERIC) Digest database offers 85 new digests. Each contains an overview of a topic and a reference list. Digests that may be of interest to ESL teachers include:

- Five Strategies To Reduce Overrepresentation of Culturally and Linguistically Diverse Students in Special Education (ED447627)
- What Elementary Teachers Need To Know about Language (ED447721)
- What Early Childhood Teachers Need To Know about Language (ED447722)
- Teaching Educators about Language: Principles, Structures, and Challenges (ED447723)
- Programs That Prepare Teachers To Work Effectively with Students Learning English (ED447724)
- Assessment Portfolios: Including English Language Learners in Large-Scale Assessments (ED447725)
- Brain Research: Implications for Second Language Learning (ED447727)
- The ESL Standards: Bridging the Academic Gap for English Language Learners (ED447728)
- English as a Second Language: Program Approaches at Community Colleges (ED447859)

ERIC Digests

Many other digests address issues related to linguistically and culturally diverse students. For a list of new digests, go to www.ed.gov/databases/ERIC_Digests/index/2001-6-19.html. To search the list of all ERIC digests, go to www.ed.gov/databases/ERIC_Digests/index/.

Summer Reading Program Aims to Stop Skills Slump

U.S. Secretary of Education Rod Paige and Mrs. Lynne Cheney visited a Maryland library earlier this summer to kick off the Department of Education's summer reading campaign entitled "No Such Thing as a Vacation from Reading," which encourages adults to read with children each day to prevent summer fall-off—the documented loss of reading skills that can take place when children don't practice through the extended vacation from school. "Research shows that children, especially disadvantaged children who are not exposed to reading at home, learn new skills during the school year and then forget them over the summer months," Paige said. Paige and Cheney toured the Wheaton Regional Library in Wheaton, MD, including stops at the reading stations that are part of the library's summer reading program. Mrs. Cheney read *Ted* by Tony DiTerlizzi as part of the reading activities. For more about the summer reading program, visit http://www.ed.gov/.

Conference Calendar

July

- 6-7 **Paraguay TESOL**, Asuncion, Paraguay. Contact Stael Ruffinelli de Ortiz, staelins@mmail.com.py.
- 6-8 **The Applied Linguistics Association of Australia**, Canberra, Australia. Contact Melissa Howarth, alaa-info@alie.canberra.edu.au.
- 12-15 **BRAZ-TESOL and Southern Cone TESOL**, Curitiba, PR. Contact braztesol@nox.net.
- 13-15 **TESOL Academy 2001**, Chicago, IL. Contact Srisucha McCabe, 703-836-0774.
- 27-29 **TESOL Academy 2001**, San Diego, CA. Contact Srisucha McCabe, 703-836-0774.

August

- 20-24 **The Amsterdam-Maastricht Summer University and the Graduate School of Teaching and Learning**, Universiteit van Amsterdam. Amsterdam, The Netherlands. Contact Justine Smithuis, justine@amsu.edu.

September

- 5-7 **Fifth International Conference on Language and Development**, Phnom Penh, Cambodia.Contact tyrone.siren@phnompenh.idp.edu.au
- 21-23 **Panama TESOL**, Panama City, Panama. Contact Christopher McLean, cmclean@pancanal.com.
- 20-22 **Carolina TESOL**, Charleston, SC. Contact amuirhead@home.com.

October

- 5-7 **IATEFL Hungary**, Nyiregha'za, Hungary. Contact Tama's Kiss, schoolex@mail.matav.hu.
- 11-14 **Mexico TESOL**, Puebla, Mexico. Contact Carlos Reyes, careyes56@hotmail.com.
- 12-13 **Intermountain TESOL**, Ephraim, UT. Contact Milton Witt, 801-253-1600.
- 12-21 **SPELT Conference**, Islamabad, Pakistan.Contact spelt@cyber.net.pk.
- 18-20 **Colorado TESOL**, Longmont, CO. Contact Larry R. Fisher, 303-938-2584.
- 26-28 **Egypt TESOL**, Cairo, Egypt. Contact Deena Borale, dboarle@aucegypt.edu.

November

- 2-3 **English Teachers Association of Switzerland (ETAS)**. Buelach ZH, Switzerland. Contact admin@e-tas.ch.
- 3 **Maryland TESOL**. Arnold, MD. Contact Elizabeth Holden, 301-386-7559.
- 3-4**TexTESOL III**. Austin, TX. Contact David Schwarzer, 512-471-4078.
- 10 **Indiana TESOL**. Indianapolis, IN. Contact Ahmar Mahboob, 812-855-4457.
- 15-18. **National Council of Teachers of English (NCTE)**. Baltimore, MD. Contact 217-328-3870.
- 16-17 **Puerto Rico TESOL**. San Juan, PR. Contact Marta Y. Pabellon, 787-774-9821.
- 16-18 **English Teachers' Association-Republic of China**. Taipei, Taiwan. Contact Leung Yiu-Nam, ynleung@mx.nthu.edu.tw.
- 16-17 **TESOL France**. Paris, France. Contact Marie-Pierre Beaulieu, mariannl@wanadoo.fr.
- 22-25 **Japan Association for Language Teaching (JALT)** Kitakyushu, Japan. Contact David McMurray, jalt@gol.com.
- 22-24 **TESL Ontario**. Toronto, Canada. Contact TESL Ontario, office@teslontario.org.
- 30-December 1 **TESOL-Italy**. Rome, Italy. Contact Paolo Copperi, c.paolo@ithunder.it.

December

- 7-8 **Kentucky Department of Education and Kentucky Department for Adult Education and Literacy**. ESL Conference 2001, Louisville, KY. Contact Annie Rooney French, 502-564-7056.

CIPRIS Faces Opposition from TESOL, NAFSA, AAIEP and Others

The Coordinated Interagency Partnership Regulating International Students (CIPRIS), also known as the Student and Visitor Exchange Program (SEVP), established by the U.S. Immigration and Naturalization Service (INS), is a nationwide tracking system for collecting information from and monitoring all international students and exchange program participants in the United States. However, organizations including Teachers of English to Speakers of Other Languages, Inc. (TESOL), NAFSA: Association of International Educators, and the American Association of Intensive English Programs (AAIEP) are opposing CIPRIS due to their concerns that the system will present economic and technical barriers to international students. CIPRIS is to be available only online, which poses a problem for students with no Internet access or very limited English language proficiency. The program is to be paid for by fees collected by the INS from international students. One example of problems with the fee structure is that international students in short-term programs will be assessed the same fee as students who enroll in long-term programs. If CIPRIS is implemented this summer as planned, it could disrupt fall enrollment.

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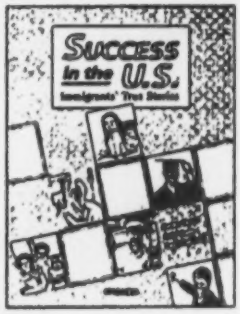

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Virtual Paths to Volunteering

VolunteerMatch (www.volunteermatch.org) is a website that has been cited in many major publications in the United States including *Newsweek*, *Time*, and *Yahoo! Internet Life*. A public web service of the nonprofit organization ImpactOnline, its purpose is to match volunteers with local nonprofit and public sector organizations. Its efforts are supported and endorsed by Habitat for Humanity, the Red Cross, United Way, Yahoo! and many other organizations and individuals.

Volunteerism is a very important feature of American culture. However, ESL/EFL teachers, who inevitably include cultural information along with language instruction in the classroom, frequently neglect it. VolunteerMatch can be used to help fill this gap, in particular by teachers in the United States but also by those teaching English in other countries.

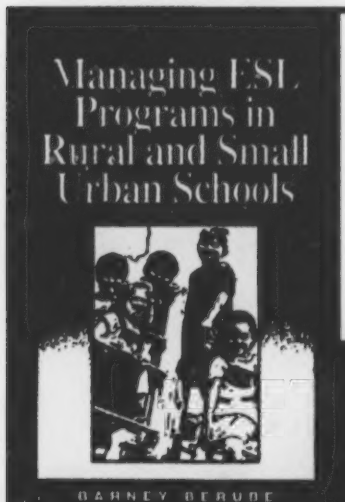
Volunteer offerings are divided into 27 categories including Arts and Culture, Animals, Education and Literacy, Immigrants and Refugees, Politics, Seniors, and Women. Simply reading this list of categories gives one an idea of the nature and scope of volunteer opportunities in the United States.

Visitors to the site can both find and post opportunities. Teachers can have their students use the Find function and survey the site to obtain an overview; worksheets can be prepared and given to the students to complete, taking into consideration the focus and objectives of the course. Teachers can also tell students to find and actually perform a volunteer activity as a course requirement. Students can then write a paper or make an oral presentation as the final product. Volunteering is an excellent opportunity for students to interact with native speakers and perform community service at the same time.

In addition to developing instructional materials, teachers can use the site to organize extracurricular activities. Using the Post function, they may be able to find families interested in accepting students for homestays or locate local organizations willing to host a community dinner for international students. These types of extracurricular activities can be very valuable and are usually greatly enjoyed by students, long remembered after classroom activities have been forgotten.

The site can also be used to match tutors and students. A teacher, for example, may want to find a tutor for a student who is having problems or who wants extra practice. Teachers themselves might want to volunteer to be tutors. Student teachers or novices might want to tutor in order to gain some valuable teaching experience while experienced or retired teachers might want to share their expertise with their local communities. Students of English in other countries might find penpals or keypals or even an online tutor. Creative teachers and students can come up with other ideas for virtual volunteering!

Christine Meloni is associate professor of EFL at The George Washington University in Washington, DC. She welcomes comments and suggestions from readers and can be reached at cfmeloni@hotmail.com. Please include ESL Magazine *in the subject line of e-mail messages. This and all past columns can be found online at www.eslmag.com/networthy.html*



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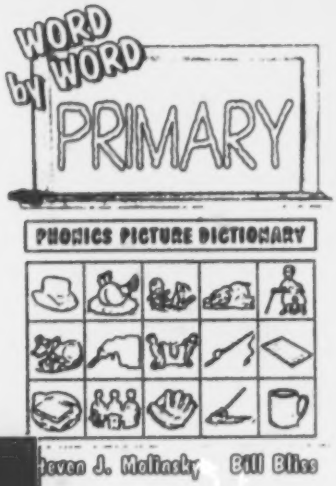

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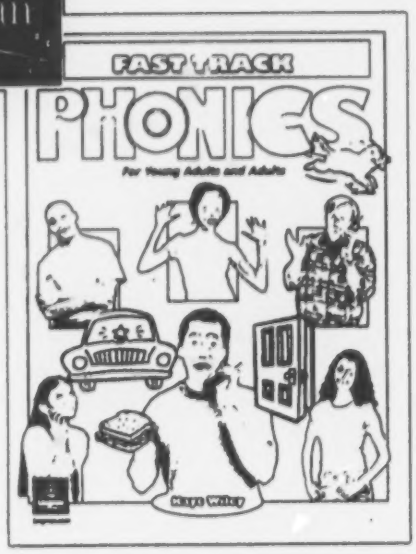

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PICTURE YOUR STUDENTS TALKING:

Using Pictures in the Language Classroom

BY ANDY CURTIS AND KATHLEEN M. BAILEY

Have you ever watched people as they walk around an exhibition of sketches, paintings or photographs? There seems to be something about pictures that holds us all—young and old alike, regardless of language and culture—in the act of seeing, in the moment. With the expansion of satellite, video and cable television, the movie industry and the Internet, there is now a great deal of emphasis on moving pictures. But long before motion pictures, even long before human beings developed written language, they made marks on the walls of caves to record and respond to the world around them.

Pictures are a form of communication, but they also motivate people to communicate. As ESL/EFL teachers we have found many ways to incorporate pictures into our lessons. We would like to share with you how three kinds of pictures can be put to good use to stimulate and sustain verbal output.

Advertisements

Advertising, for better and for worse, is an undeniable part of most modern cultures. There are many language activities that can be designed with print-medium advertisements featuring photographs and drawings. These can be found in newspapers, brochures, magazines and other print and online sources.

Discussion. Some advertisements are very indirect and subtle, so a great deal of discussion can be generated just figuring out what's being sold. Some advertisements are wordless, but many have some sort of caption or slogan, which is usually short and catchy. However, to make the viewers think, the product and the caption are often not connected in an obvious way. For example, "always" is one of the recent catchwords used in Coca-Cola ads in many different languages (with the word "always" translated into the language of the target group). Students can discuss why that word was chosen or how the text relates to the picture.

Many advertisements rely on humor, so when working with more advanced learners, the relationships between language, culture and humor can be discussed with examples brought to class by the students.

Also with advanced learners, advertisements can be an excellent source of input for discussion topics such as cultural and gender stereotyping and media manipulation. For example, the vast majority of advertisements project images of being young, thin and usually white as the most desirable forms people can aspire to. There is much fodder for discussion here.

Matching. If the advertising slogans are at the top or bottom of the picture, they can be removed easily for a matching activity. The teacher gives the class a list of captions, and the students work in pairs or teams to try and match the caption or slogan to the product. This activity can also involve analyzing the various kinds of wordplay used in advertisements, which helps students develop language awareness and linguistic creativity. For example, recent advertisements picturing the golfer Tiger Woods at the wheel of a Buick tell readers that they can now "drive like Tiger Woods!" The play on words here (driving a car versus driving a golf ball) is one of many that can be used for vocabulary development activities with intermediate to advanced students.

Debates. Advertisements can form the basis of team debates. For example, the advertising industry claims advertising lets people know what goods and services are available and gives them choices. However, opponents claim that advertisements manipulate people and encourage them to buy things they do not need and cannot afford. These opposing positions can be debated, with ads used as supporting visual aids.

Role Play. After considering different aspects and types of ads, students can be asked to take an everyday classroom object, such as a pen or a notepad, and role play a television commercial for the object. The activity can be made more authentic if the students bring in small objects that are commonly advertised in print, such as toiletries or candy bars. If it is not possible to bring in the actual objects themselves, just the packaging can be used (see Plaister,

106 501

1994). Realia can also be used with visual support generated by the students—catchy texts or simple drawings to help illustrate all the features of the product they are trying to sell. One way of getting feedback on the speaker's performance is to ask students watching each role play to explain which products they would or would not buy and why.

Calendars

If there is a calendar on the wall where you are reading this issue of *ESL Magazine*, leaf through the pictures and see what kinds of words and phrases come to mind. Calendars—especially those with large-format pictures—provide excellent sources of visual input for the language classroom.

Imagine and Describe. Calendar pictures are often reproductions of paintings, landscapes, portrait photographs, etc. and are typically related to a theme. For example, Kathi has a collection of calendar photos based on windows from around the world. The photos depict homes and other buildings (such as the Osaka castle) but focus primarily on their windows. Many of the ESL students are able to find a picture from their home country in the collection. Kathi uses these photos with the following two prompts:

1. If you stood outside this window and looked into the room,what would you see?

2. If you stood inside this room and looked out of the window, what would you see?

The ESL students have information about typical homes in their own countries that the other students don't have. They can easily describe a typical living room scene, for instance. They also are quickly able to explain what the surrounding environment outside the building would probably look like.

Describe and Match. Some large format calendars are vacuum sealed in a plastic wrapper so they won't get battered by being handled before they are bought. But in order for a potential customer to see what the calendar consists of, the photographs are reproduced in a small format on the back of the last page so they can be viewed through the cellophane. These small format duplicates of the calendar pictures are valuable resources for teaching. Don't throw them away! Instead, mount each small picture on an index card and laminate or mount its large-format counterpart for classroom use. (See McAlpin, 1980, and the sidebar on page 12 about mounting pictures without a laminating machine.)

With a small and a large version of the same photo, you can place the large mounted pictures around the classroom (e.g., in the chalk tray). Then each student (or each pair of students) chooses an index card with a small picture at random without showing it to the other students. The student must then describe the selected picture in such a way that the others can select it from among the entire array of large pictures. For instance, Kathi has a set of shell photographs from a calendar. She has the students describe their own photo (by looking at the small picture on the index card) without mentioning either the color or the number of shells in the photographs. Students doing this task have generated the following vivid descriptions: "The shells look like strawberries." "The shells are icicles in my photo." "The shells seem like snails kissing." These utterances have led to many lively discussions about the use of similes and metaphors to convey ideas.

You may be able to get outdated calendars for free. Visit your neighborhood stationery store around the end of December or beginning of January. Explain that you are a teacher and ask when the unsold calendars are discarded (usually in February or March). Many stationery store managers are willing to donate unsold stock to education programs.

Cartoons

Single and multi-frame cartoons can be great stimulus materials for promoting oral practice. Some convey information about a particular culture while others seem to have almost universal appeal. For example, the Peanuts comic strip by Charles Shultz now appears in more than 2,600 newspapers in 75 countries.

Cartoons are one of the most concise forms of visual story-telling. Most strips describe the beginning, middle and end of an event in just three or four pictures. The size limitations mean that most frames contain just a few words, and as these are usually in the form of a character's speech or thought bubbles, they are often good examples of authentic language, using contracted forms, slang, or colloquial and idiomatic language. An important point to note here is that cartoons are not just for children. For example, the very popular Dilbert cartoon examines what life is like for office workers.

Tell the Story. Some of the cartoons Andy has found most useful for language teaching and learning are those in which there are no words, so the meaning is created non-verbally. An introductory activity is to give the students a cartoon with a few pictures and no speech or thought bubbles and ask them to tell the rest of the class the

Ten Reasons for Using Pictures in Language Lessons

1. Pictures provide something to talk about. They can take the focus off the language learner during oral practice and turn it to the picture.
2. Pictures can introduce and illustrate topics of interest that are not dealt with in the textbook, as well as topics beyond the teacher's own expertise (e.g., engineering problems, computer technology, soccer, agriculture).
3. Pictures provide visual support for learning as they may activate or access mental pictures that can help the second language learner remember a particular structure or vocabulary item.
4. Pictures are more convenient than some realia to bring into the classroom (e.g., pictures of animals, burning buildings, outdoor activities, etc.).
5. Pictures are an inexpensive, simple way to add color and interest to discussions and writing exercises.
6. Pictures can be used in many ways by different teachers for various lessons. They are not tied to any particular teaching method, class size, or proficiency level. The same photograph can evoke many different kinds of language use in different contexts.
7. Pictures are convenient. They are easily transportable, lightweight, flat, and they are long-lasting (if properly mounted or laminated).
8. Pictures are very adaptable to the technology of the teaching environment (e.g., they can be scanned in, reworked and projected, or used where even electricity is unavailable).
9. Pictures promote creative and critical thinking (e.g., in describing an everyday object photographed from an unusual angle or clouds which appear to be different things to different people).
10. Finally, pictures are not limited to use with a particular language. Hence a picture file can be a valuable departmental resource in a context where several languages are taught.

Internet Picture Resources

These are websites with pictures that can be used in language classes. Some have free resources.

- ➤ www.allwall.com
- ➤ www.arttoday.com
- ➤ www.comics.com
- ➤ www.corbis.com
- ➤ www.pictures.fws.gov
- ➤ www.picturesof.net

story that they believe the pictures tell. If you don't have many "wordless" cartoons, the same one can be given to different groups, some of whom provide a narrative account while others create speech and thought bubbles in a kind of role play with visual accompaniment. We recommend that in developing your picture file, you collect a variety of cartoons, which you can laminate for longevity.

Tell a New Story. A variation on this theme is to cut up the sequence of pictures from one comic strip. (Using a somewhat longer strip with more frames gives more room for student creativity.) Students then try to arrange the pictures in any order they choose. The frames do not necessarily have to replicate the original sequence although many students seem to like solving that puzzle. Different students or groups usually produce slightly different sequences, which gives more variation and individuality to the subsequent stage, in which students read out or role play explanatory captions or speech bubbles.

Role Play. Cartoons can also be used to promote other role play activities. For example, with more confident and competent learners, wordier cartoons can form the basis of short, scripted role plays, in which each student takes on the role of one of the characters. Students may then draw their own short cartoons with simple dialogues and eventually produce longer picture sequences with more complex language. This process helps to raise awareness of the differences between formal written and informal spoken language.

Whether the students are adding and performing their own words to existing comic strips or creating and acting out their own strips, cartoons are a simple but effective resource that learners of most ages and cultures are likely to be familiar with and enjoy.

Visual Input for Verbal Output

What makes people produce spoken language? Much of the time, the desire to communicate thoughts and feelings is at the core of the motivation to speak. Pictures themselves stimulate thoughts, feelings and memories. Pictures are, in many ways, both before words and beyond words. Somewhat ironically, this is what makes pictures so useful in language classrooms: they are safe and secure stimuli that don't overwhelm the language learner in a sea of words.

Of course, there are many uses of moving pictures, in addition to still photographs and drawings. However, one problem with using moving pictures in language classrooms is that the equipment and power supplies needed (at the very least, electricity and a television screen) can be distracting, and videotapes may require rewinding. Moreover, there are still vast numbers of teachers in the world who don't have such resources. And even in places where they are readily available, some teachers are still not comfortable with relying on so much equipment in their classrooms.

The activities we have discussed are just a few examples of the ways in which low-cost, low-tech but easily available and very adaptable pictures can be exploited as visual input to stimulate verbal output. (For more ideas, see Curtis, 1999 and McAlpin, 1980.)

Andy Curtis is currently an associate professor at the School for International Training in Vermont. Kathleen M. Bailey is a professor of applied linguistics at the Monterey Institute of International Studies in Monterey, California. *The authors wish to thank Britt Johnson for her helpful input on the draft of this material.*

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Plaister, T. 1994. Using a box of raisins to promote speech. In *New ways in teaching speaking*, ed. K. M. Bailey and L. Savage, 158-160. Alexandria, VA: TESOL.

Ten Steps to Building a Language Teaching Picture File

1. Collect large, high quality colored pictures from calendars and magazines (e.g., *Geo, National Geographic, House Beautiful, National Wildlife*, and airline magazines). Travel brochures, catalogs, and advertising literature are also quite helpful. People who are moving or cleaning house are often happy to give away their magazines.
2. Collect lightweight cardboard, including the single sheets of gray cardboard that come in packaged stationery goods. Offices that use many paper products throw these away, and stationery stores sometimes give them away for free. (Corrugated cardboard is sturdy, but it takes up too much space in storage. Manila file folders are a bit too flimsy and tend to fall apart after a few years.)
3. Buy one small jar and one large can of rubber cement, which is much cheaper when bought in bulk. The small jar contains the applicator brush and can be refilled easily from the large can.
4. Flip through the magazines and calendars, tearing out pictures that you like for their color, action, composition, emotional appeal, etc. or print out pictures from the Internet. There is no need to cut them or carefully trim them at this point.
5. When you have several pictures and lots of cardboard saved, apply a thin coat of rubber cement first to a piece of cardboard and then to the back of the picture you wish to mount.
6. Press the sticky sides of the picture and the cardboard together and smooth out any ripples with your hands or with a roller. Repeat steps 1 through 6 for as many pictures as you want.
7. Press the pictures overnight under a large book or heavy box. This step seals the rubber cement and ensures a smooth surface. Pressing the pictures this way helps to prevent the pictures from separating from the mounting material later. (We have some mounted pictures that have held up through twenty years of classroom use.)
8. Trim the edges of the mounted pictures using a large paper cutter with a sharp blade. After trimming, check for stray spots of rubber cement. By this time it will be dry but tacky and can easily be rolled off the picture's surface with your fingertips.
9. File the pictures according to topical categories: people, animals, action shots, buildings, food and beverages, vehicles, scenery, etc. If you file them according to their intended teaching uses, such as mass vs. count nouns or comparison and contrast, you may not imagine using them for anything else.
10. If this is a communal picture file to be used by many people, keep a notebook nearby where teachers can record brief notes about what they have done with the various pictures. This step will help prevent accidental overlap, so that students don't feel they have been made to repeat lesson. It may also inspire other teachers to try out their colleagues' ideas or to come up with creative ideas of their own.

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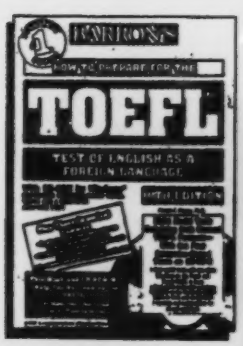

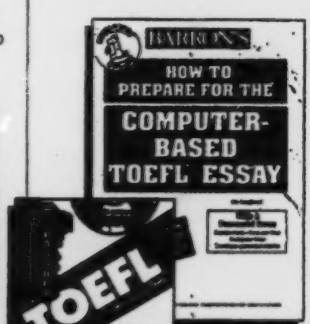

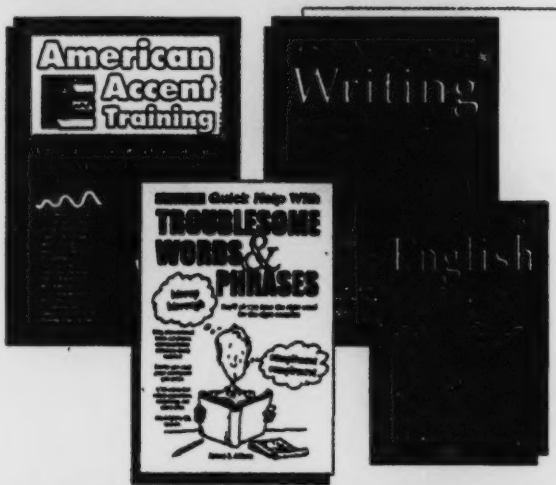

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Joy Egbert's
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A New Piece of the Language Learning Puzzle

Crosswords, word searches, and other kinds of language-based puzzles are a standard activity for vocabulary learning and practice in many English language classrooms. Creating these activities or finding ready-made puzzles used to be a very time-consuming task performed by the teacher only for the students in her class. The students worked on the puzzles individually, with little support for optimal language learning. In many cases, this was a very inefficient and ineffective use of time for both teacher and student. With the advent of puzzle-making software, the creation of, use of and audience for language puzzles has changed dramatically.

Because most crossword makers are easy to use, teachers can facilitate the use of puzzle-making software by students, providing them with extra practice in both language and computer skills. Software that allows students to post their puzzles to the Web supports interaction with students around the world and motivates students to publish work that is done well. Because puzzles can be made so easily, they can be used in a variety of settings and for many activities. For example, to support a unit on the family, students can make a crossword with the names of their relatives and clues that either describe the family member or describe the relationship that the family member has to the student (this information can be obtained through family interviews if the student does not already know it). The student can print the crossword and take it home for other family members to complete. In addition, student teams can make crosswords to help other teams study for tests or quizzes or to help other students learn words from their own personal vocabulary journals. Puzzle development lends itself well to group work, helping students to stay active, particularly when they can add sounds, images, and video to their puzzles.

Word searches, in which words are hidden among random letters, typically require students to look for words from a vocabulary list. Made with puzzle-making software, word searches can involve much more language in different contexts. Students can use clues to help them understand the words, and they can even do a modified cloze exercise, finding words in the word search to fill in the blanks of a story.

There are many free software packages that will allow users to create custom-made crossword puzzles or word searches (see www.sui.edu/~cesl/teachers/wkshp.html for links to sites with software and examples), and many puzzles are posted around the Web. A very complete package is Centron Software's Teachers' Power Pack (version 3.2, 2001). It allows users to make crosswords, word searches, anagrams, and some unusual puzzles such as "kriss krosses," "quote falls," and cryptograms (for a complete description of the software, including features and pricing, see www.centronsoftware.com). It also includes many sample puzzles (with multimedia features) and the capability of converting crosswords for Internet use. On line, the Discovery Channel's Puzzlemaker site (http://puzzlemaker.school.discovery.com/index.html) has many of these same puzzles and works simply and quickly.

Puzzle-making software can support a variety of interactive, creative tasks. Students can be involved in the development of classroom activities that traditionally have been teacher-created. When used well, puzzle-making software can be a simple and effective addition to the language learning classroom.

Joy Egbert teaches ESL and technology at Washington State University and can be reached at jegbert@wsu.edu.

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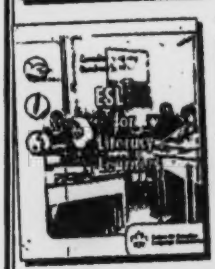

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Putting the "PRO" into TESL/TEFL Professionalism

BY DR. TINA EDSTAM

K-12 public school ESL teachers are continually faced with issues that affect their sense of professionalism: issues related to physical teaching space, academic isolation, collegial marginalization, and, most significantly, recognition and affirmation of the work they perform and of the students they teach (Edstam, 2001).

Yet the issue of professionalism is not a new one in the field of English as a second language. Harold Allen touched on it when he cited the year of the founding of the organization Teachers of English to Speakers of Other Languages (TESOL) as the "emergence of professional status for the teaching of ESOL" (Wright, 1988). Two national TESOL surveys indicated that the issue of professionalism remains on ongoing source of concern to its members (Blaber & Tobash, 1989; Brown, 1992). And when TESOL's new executive board members were queried as to the "one burning issue in the profession today," then new member Don Freeman replied that "we are not yet a profession; what we do is still regarded as a job" (What is the burning issue?, 1992). So how does a K-12 ESL teacher move from having her work deemed "just a job" to promoting herself as a true professional?

From my own research, personal public school ESL teaching experiences, and many conversations with practicing K-12 ESL teachers, I have learned a great deal from those who have a strong sense of their own professionalism. These K-12 ESL teachers have informed me of the actions they have taken and the roles they have played in order to attain that inner self-confidence to view themselves and be viewed by others as real professionals (Edstam, 1998). Practicing K-12 ESL teachers can take these same steps toward creating a strong professional identity for themselves.

1. Become an articulate ESL spokesperson. By being knowledgeable about the field and being able to share this knowledge, an ESL teacher has the opportunity to explain who she is and what she does on a professional level. Active participation on school committees, at parent/teacher meetings, and in the community can ensure that the ESL perspective is not only heard but also understood. ESL teachers might consider organizing workshops for mainstream teachers in their school to help them increase their understanding of ESL issues. While still recognizing that they usually become the ultimate advocates for English language learners, ESL teachers need to find ways to share this role with other school personnel.

2. Collaborate with a mainstream teacher or a content-area teacher on your staff. Collaboration strengthens the connections between the mainstream and ESL curricula, and it benefits both ESL and mainstream students through more meaningful classroom experiences. Examples of collaboration include joint curriculum planning, team-teaching, joint student evaluation, or specific committee work strategizing long-term goals. This collaboration will create allies or at least "sympathetic ears" who will be supportive of ESL issues, be open to discussion and the exchange of ideas, and be willing to learn how they can address the needs of English language learners more effectively in the mainstream classroom.

One Minnesota high school ESL teacher told me of her collaboration with an art teacher to design a wonderful art class being offered to her ESL students, the majority of whom were Somali. The high school art teacher was challenged to integrate key artistic principles with the students' cultural and religious views of how art is understood. The ESL teacher functioned as an important resource in ensuring that English language development was a clear component of this curriculum.

3. Be a learner as well as a teacher in your school. Many elementary school ESL teachers do not have the formal education required for basic K-6 licensure. As extensive as undergraduate or graduate education may be in ESL, there are many aspects of elementary

112

school teaching that are often not a part of the ESL knowledge base for licensure. It is really incumbent upon elementary ESL teachers to learn as much as they can from their mainstream colleagues regarding elementary school curriculum, materials, grade level expectations, and other pedagogical aspects that will give them more insight into preparing language minority students for success in the mainstream.

At the secondary level of ESL teaching, there are areas within one's school to learn more about, be they academic, administrative, or technical. As secondary school ESL teachers increase their understanding of how their particular school or district functions, they become better prepared to help their ESL students navigate those murky waters. This also enables ESL teachers to gain a broader perspective about their district or state's academic goals, which could help them argue more cogently and authoritatively for their own ESL objectives.

When no one else volunteered, one Minnesota high school ESL teacher agreed to become her school's appointed "State Standards Representative." Through this experience, she learned not only what mainstream students needed in order to graduate, but also what accommodations and adaptations could be made to enable second language learners to meet some of these same standards. This knowledge serves her well in her role as ESL teacher and has enabled her to understand better the coordination of her own curricular goals with that of other content areas.

4. Take a pro-active stance regarding ESL issues. It is also critical for ESL teachers to take a pro-active stance regarding ESL issues. Public schools are bureaucratic systems that can be difficult to change. Nevertheless, if an ESL teacher finds, for example, that the structure of her ESL program is antithetical to best practices, it is her professional responsibility to lobby for change. It might be necessary to enlist the help of key teachers (the ones who seem to have some clout) or a forward thinking administrator or an outside person like a university member in order to do so. These are the efforts of a professional committed to providing the best education possible for English language learners.

A group of ESL and mainstream teachers at an elementary school in St. Paul, Minnesota, did take such a pro-active stance by redesigning their ESL program to meet the needs of their mainly Hmong student population. There have been academically positive results for the ESL students and psychologically positive results for the entire school staff, particularly the ESL teachers, who contributed to this process (Duke & Mabbott, 2000).

5. Become an active member of your state TESL organization. By joining their state TESL affiliate and attending its meetings, ESL teachers can create a wonderful professional network for themselves. Conferences provide participants with great professional bounty: presentations highlighting current best practices in their state, publishers' exhibits that offer the newest ESL publications, and interesting plenary speakers. Participants can discover how their ESL colleagues are handling problems and situations they find themselves facing as well. Conferences also afford participants opportunities to become more involved by offering their own presentations, joining conference committees, participating as officers of the organization, or making written contributions to the organization's newsletter or journal. All of these activities provide the ESL teacher with the best in resources and people who represent the ESL profession.

6. Make professional development an ongoing process. K-12 ESL teachers should think of their ESL education as a continuing process that only began with ESL licensure. As those who have taught ESL for years will attest, the field has been enormously enriched over the last few decades and continues to expand. To remain on the cutting edge, teachers need to find ways to keep themselves current. In addition to becoming an active member of TESL organizations, ESL teachers can start an ESL teachers' book group in their school or district to share readings from professional journals, texts, and other current material. By surfing the Web, teachers can discover the explosion of websites dedicated to ESL issues that range from lesson plans to chat rooms to research in the field. Many colleges and universities offer regular semester selections of graduate courses in TESL or other related fields in addition to summer workshops designed specifically for teachers. In-service workshops are also available in most public school districts as well. If they aren't available or do not address relevant topics, suggestions should be made to the principal or district leader about the types of workshops that would be most beneficial.

Be a "PRO" at TESL/TEFL

- ✓ "Pro" as in "proactive, advocating for your students' needs."
- ✓ "Pro" as in "promote collaboration among your non-ESL colleagues."
- ✓ "Pro" as in "project a positive attitude that fosters collegiality."
- ✓ "Pro" as in "propose ideas to improve your program."
- ✓ "Pro" as in "provide yourself with ongoing education as well as membership in your professional TESL organization."

Those ESL teachers on staff who are more experienced might think about mentoring a newcomer to the field. This can be done informally by offering one's expertise, moral support, and even some "handholding" to a recently hired colleague. Think back for a moment to that first year or two of teaching, be it in ESL or any other subject area. It was often a time of frustration, exhaustion and confusion. One study found that "more than 30% of beginning teachers leave in their first five years on the job. That proportion is even higher in some urban districts" (Bradley, 1997). By reaching out, the experienced ESL teacher could be the career lifeline for that newcomer.

On a more formal basis, experienced ESL teachers can volunteer to supervise a student teacher from a TESL licensure program at a local college or university. Either in the mentor role or the cooperating teacher role, this experience offers an opportunity to reexamine one's own teaching and to articulate one's own philosophy regarding curricula choices, classroom management issues and cultural understanding, to name but a few topics. Student teachers usually exude the kind of enthusiasm, excitement, and idealism that only the newest and freshest among us seem to have. This type of mentoring experience provides the seasoned ESL teacher with a different but very rewarding dimension of professional development.

7. Hone your interpersonal skills. It is truly vital to recognize the importance of good interpersonal skills on the job. Both principals interviewed in my own research cited this factor as the most critical feature in defining professionalism for their ESL teachers on staff (Edstam, 1998). The ability to get along with other teachers and maintain collegial relationships despite philosophical or even personality differences cannot be underscored enough. In many ways, this seventh step will play a major role in an ESL teacher's ability to be successful in achieving the rest. The two mainstream teachers interviewed for my study were impressed with the professionalism of their ESL colleagues as much for their excellent interpersonal skills as for their ESL knowledge and experience. Moving beyond issues of popularity and social acceptance, good interpersonal skills create positive work relationships and these positive work relationships foster a sense of professionalism.

Public school ESL teachers find themselves in a unique position from an educational, sociocultural, and political perspective. They are situated at the vortex of many swirling issues that confound not only the American public school system but the country as well. From the ESL teacher's vantage point, questions raised within school rooms seem to reverberate in living rooms around the nation. Perhaps it is not surprising that ESL teachers are particularly sensitive to these issues, for it is often said that they come to the field with a missionary zeal. Theirs is, however, a mission to save educational souls, not religious ones. Many have chosen this field of teaching far more for the multicultural nature of their classroom than for the allure of the subject matter itself. They are a self-selected group reveling in the wonderful diversity of their students and seeing within each of them great gifts and talents that could as easily be wasted as developed. It stands to reason then, that the more empowered K-12 ESL teachers are to carry out their jobs professionally and to be seen as professionals, the more empowered their English language learners will become to learn to their fullest potential.

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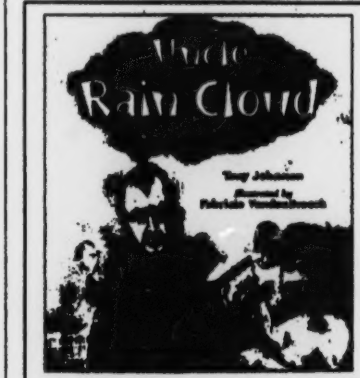

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Teaching English as a Second or Foreign Language
Marianne Celce-Murcia, editor. 3rd ed., 553 p.
Heinle & Heinle, 2001

The publishing of single-editor, multi-author guides or handbooks for professionals in the field of English language teaching is nearly 40 years old, a pioneering example being Allen (1965). Now, a revised and expanded edition of *Teaching English as a Second or Foreign Language* (TESFL), crafted by an experienced, versatile and productive TESOLer based at UCLA, significantly enhances that tradition by giving systematic, concentrated attention to the pedagogy of both ESL and EFL. This new "Apple Book" (as known and marketed by its cover design) has grown both qualitatively and quantitatively. Whereas the second edition featured 32 chapters and 36 contributors, this edition boasts four more chapters and four new authors. In the foreword, we are told that sixteen of the chapters are revised and updated versions of existing chapters, ten chapters have been completely rewritten, and ten chapters represent topics appearing as chapters for the first time. Among the new, equally relevant additions, three attracted me: Communicative Language Teaching for the 21st Century (Sandra Savignon), When the Teacher is a Non-Native Speaker (Peter Medgyes) and Reflective Teaching (John Murphy).

TESFL has five units (ranging in length from 54 to 234 pages). Their titles give an idea of the vast thematic territory to be explored: I. Teaching Methodology (66 p.), II. Language Skills (the core section, with 234 pages), III. Integrated Approaches (56 pp.) IV. Focus on the Learners (54 pp.), V. Skills for Teachers (second longest section: 152 pp). There follows a 22-page reference list that is quite up-to-date, featuring many entries dated 2000 and even a couple of entries dated 2001! There is also a nine-page index. Revealing the book's strategic pedagogical emphasis, the word "teaching" occurs in 13 chapter titles, and "instruction" appears twice.

Variety abounds, so if you look for content-based instruction, you will find a fine chapter on it (Marguerite Ann Snow) and no less than 32 subentries in the Index. If you're starting your career in TESOL, you will certainly relish every page of JoAnn Crandall's highly informative chapter "Keeping Up to Date as an ESL or EFL Professional." Jodi's description of professional associations and organizations, professional journals, publishers and clearinghouses, and Internet resources are a truly great bonus. I would like to have seen the World Federation of Modern Language Teachers (FIPLV) added.

If you seek pedagogical excellence—that's what we should be constantly challenging ourselves to achieve—Celce-Murcia's clearly-written, well-organized, and highly practical volume is a wise choice. Given my commitment to learners' and teachers' linguistic/intercultural rights, I looked in vain for any mention of such aspects, as well as of what I call a humanizing approach to TESOL, in which human rights and communicative peace have a place in the pedagogical sun. Equally conspicuously absent was mention of teachers and learners as viewers [but cf. one entry on visual learning, p.140, and Donna Brinton's useful introductory treatment of "The Use of Media in Language Teaching"(459-476)]. In short, here is TESOL at its best, as preached and practiced by forty professionals (mostly from the United States), under the inspired and inspiring orchestration of a great scholar in both English language teaching and applied linguistics.

Francisco Gomes de Matos teaches at the Federal University of Pernambuco and is co-founder of Associação Brasil América, a Binational Center in Recife, Brazil. E-mail fcgm@cashnet.com.br

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Grammar Rules vs. Grammar Reality

Dear Grammar Guy: I recently gave a lesson on irregular nouns but started getting confused. Is it *hippopotami* or *hippopotamuses*; *cacti* or *cactuses*? Is it *the media is* or *the media are*? What about *phenomena*? This one throws me off. Thanks for your help.—*Confused*

Dear Confused:
There once was strict adherence to the Latin plurals for the words you cited (hippopotami/cacti), but the trend is to regularize such words. Now it's acceptable to say *hippopotamuses* and *cactuses*. As for *media*, the singular form is really *medium* and the plural is *media*, but so many educated people have joined you in your confusion that it's now becoming acceptable to use *media* with a following verb in the third person singular. I don't like it, but that's the trend. Finally, there's still no flexibility when it comes to *phenomena*. That's the plural form (from Greek) and *phenomenon* is the singular.

Now here's the answer for our last "Food for Thought." Gerry Strei of Fort Lauderdale, Florida was first to send in the correct interpretation. The question was "What's the difference in meaning between these two sentences, and why are they so different?: *She's having a baby. / She's having the baby.*"

Here's what Gerry wrote: "'A baby' uses the indefinite article to communicate a generic meaning. 'Having a baby' refers to her general situation (she's pregnant). When you use the definite article and say 'the baby,' you're thinking of a specific baby, the one that everybody around her has been waiting for. Because this sentence refers to that specific child, it idiomatically means she's giving birth."

Congratulations, Gerry!

And here's "Food for Thought" for this issue: What's the difference between "a shórt stóp" and "a shórt stop," and why? (Accent marks represent stressed words.) Send your "Food for Thought" answers or other grammar questions by August 31st to ESLGrammarGuy@aol.com or Grammar Guy c/o ESL Magazine, 220 McKendree Ave., Annapolis, MD, 21401.

Richard Firsten is an ESL instructor, teacher trainer, and author specializing in grammar and methodology. He currently teaches at Lindsey Hopkins Technical Education Center in Miami, FL.

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Accreditation for Postsecondary English Language Programs in the U.S.

BY TERESA D. O'DONNELL

When we think of the accreditation of educational institutions in the United States, most of us think of the regional accrediting agencies that accredit colleges and universities, as well as public school systems. Accreditation helps us to identify institutions that meet standards of excellence and to make wise school choices.

By longstanding tradition, professional associations have established accrediting agencies to ensure the quality of education programs in their fields. Medicine, law, chiropractic, psychology, physical therapy, and teacher education are just a few of the professions that have established such agencies. However, until the Commission on English Language Program Accreditation (CEA) was founded in 1999, no such agency existed for the accreditation of English language programs and institutions that serve non-native speakers of English.

Commission on English Language Program Accreditation (CEA)

The idea of an accrediting agency for intensive English programs in the United States had existed for many years before the development of the CEA. Two organizations, the University and College Consortium of Intensive English Programs (UCIEP) and the American Association of Intensive English Programs (AAIEP), had developed standards for membership as a means of improving English language instruction. Their members looked toward accreditation as the next step in the process of achieving quality in English language instruction throughout the country. At the same time, in the early 1990s the United States Immigration and Naturalization Service indicated that new regulations would require all English language institutions to be accredited by an agency recognized by the United States Department of Education in order for those institutions to receive INS certification to accept international students.

Responding to these needs, Teachers of English to Speakers of Other Languages, Inc. (TESOL) convened a task force in 1993 to investigate the need and the support for an accrediting agency. Results of two surveys indicated that the project should go forward. The first step was the development of standards. The CEA Standards for English Language Programs and Institutions, which define quality and excellence in English language teaching and administration, were first printed in 1997. The administrative and governing procedures were created, accreditation activities began, and in October 1999, the Commission on English Language Program Accreditation was incorporated as a tax-exempt, 501(c)3 organization.

Why is CEA accreditation important?

Accreditation is a standard-setting activity that results in acknowledgement of and recognition of excellence. CEA's primary purpose is to ensure quality education for English language students who come to the United States for academic, professional, and/or personal reasons. Beyond this, however, CEA accreditation has far reaching effects.

CEA carries out its activities in the interest of international students so that:

- they can identify programs and institutions that have met nationally-recognized standards of excellence
- they and their sponsors feel confident that the education and training they receive is of high quality
- they have a positive language learning experience that prepares them to meet their academic, professional, or other goals.

CEA also acts in the interests of English language programs and institutions so that:

- their faculty and staff gain from the professional development opportunity provided by self-study and external peer review
- their programs and activities benefit from the positive outcomes of the rigorous process of review
- they receive recognition through public announcement of their excellence.

Finally, the CEA serves national interests so that:

- the United States can compete more effectively for international students
- the United States benefits economically from international students
- international students contribute to

academic and social communities in the United States
- international students return to their countries with a better understanding of the United States and its people.

What does CEA accreditation entail?

To become accredited, an English language program or English language school must first meet eligibility requirements. CEA's scope of accreditation includes intensive English programs (IEPs) in accredited postsecondary institutions (colleges, universities, and community colleges) and stand-alone proprietary English language schools that offer an intensive English program. The intensive English program must offer nonnative speakers of English a course of instruction for at least 18 hours per week for at least nine months of the year. Eligible programs must send a representative to an accreditation workshop before beginning the self-study process.

The self-study may take up to 18 months. During this time, the site must respond to each of the 52 individual standards, which are categorized into standard areas: mission, curriculum, faculty, administrative and fiscal, student services, recruiting, length and structure of the program of study, student achievement, and student complaints. In its written report, the site must discuss how it meets each standard, include documentation (available either in the report or on site), evaluate how well it meets the standard, and make recommendations for improvement with a timeline for putting changes into place. The site then undergoes review by CEA-trained peer reviewers, who read the written report and carry out a three-day site visit to verify statements in the report. The review team submits a report for review and evaluation by an independent body, the Board of Commissioners. The Commission may decide to accredit, provisionally accredit, or deny accreditation, among other options such as deferral. Accreditation is for five years, and accredited sites must seek reaccreditation at the appropriate time and undergo the review process anew.

Unlike accreditation in some other countries, accreditation in the field of education in the United States is not government sponsored and is based on the principles of peer review and governance. Once accredited, sites become members of the CEA Constituent Council. Council members are responsible for nominating and electing commissioners, as well as for making recommendations for revision of the CEA Standards and advising the Commission on changes in policies and procedures. Accredited sites must continually seek to improve and must submit an annual report to CEA in which they report on any changes in their programs.

Why do programs seek accreditation?

Twenty-five programs and institutions have been accredited since December 1999 when the Commission made its first accreditation decisions (see sidebar). An additional 60 or so programs and institutions are currently at some stage of the accreditation process. Those that have finished their self-studies and undergone the peer review process have all attested to the benefits of the self-study and review process to their curriculum, student services, and administrative procedures, as well as to individual faculty and staff. At the same time, they recognize the benefits of public recognition.

Internally, programs and institutions have benefited from the program improvement that comes with comparing their activities with standards. As sites identify their strengths and weaknesses, they not only make improvements, but also find affirmation of their own good practices. While the benefits to a program are great, the effects of on-going review help to guarantee that students, who are the focus of any accreditation scheme, are well served.

In addition, self-study provides faculty and staff with opportunities for professional development. By working on self-study teams that address specific standard areas, they become more knowledgeable about their program. They may even consider future career options. On one site visit, a part-time faculty member told the review team that through work on an accreditation team he had discovered his desire to work towards becoming an IEP administrator. Another person had become interested in focusing her

CEA Accredited Programs and Institutions

- American English Institute, University of Oregon
- Career English Language Center for International Students, Western Michigan University
- Center for English Language and Orientation Programs, Boston University
- Center for Multilingual/Multicultural Studies, University of Central Florida
- CLED Intensive English Program, Georgetown University
- Defense Language Institute, English Language Center, Lackland AFB, Texas
- English Language Center, University of Denver
- English Language Institute, Eastern Washington University
- English Language Institute, University of Delaware
- English Language Institute, University of Southern Mississippi
- English Language Institute, University of Utah
- English Language Programs, University of Pennsylvania
- English Programs for Internationals, University of South Carolina
- Intensive English Language Institute, University of North Texas
- Intensive English Program, Hawaii Community College, Hilo
- Intensive English Program, University of Washington
- Intensive English Program, William Rainey Harper Community College
- Interlink Language Center, Golden International English Center, University of Colorado, Boulder
- International English Institute, Nashville
- Language Center, North Harris Community College, Houston
- Iowa Intensive English Program, University of Iowa
- Texas Intensive English Program, Texas International Education Consortium, Austin
- Texas Intensive English Program, Austin
- University Language Institute, Oral Roberts University
- Wisconsin English Second Language Institute, Madison

career on international advising.

Externally, CEA accreditation supports an IEP in becoming more visible and recognized on its campus. The on-site review usually includes team interviews with staff outside of the IEP, such as international student advisors, division chairs and deans. The review by a national accrediting body is seen as evidence of a program's professional involvement, and in many cases results in increased support for the program.

While currently enrolled students benefit directly from program improvements, others looking for a place to study English, as well as their families and sponsors, can identify programs that have been recognized for meeting national standards. They can be assured that advertising materials correctly describe a language program's services and benefits. Whether they are coming to study English in the United States for academic, business, or personal reasons, students will be attracted to accredited programs and schools, which can use their accredited status in recruiting efforts.

"CEA Accreditation, representing the highest standard of intensive English language teaching and services in the United States, is a process of documenting and announcing quality within a global forum. The process brings together all the parts of an intensive English program and increases the worth of the whole. Completion of the process is a celebration of excellence. Prospective English language students from around the world seek value for their investment of time and funds. Attending a CEA accredited program, these students can be assured of a substantial return on their investment. In a marketplace filled with options, they will seek a means to identify excellence."

—J. Alexandra Rowe, Director, English Programs for Internationals, University of South Carolina

What's next for CEA?

The interest in accreditation of English language programs is expected to grow. For stand-alone language institutions, those not governed by a university or college, accreditation may become more important once new INS regulations go into effect. The regulations will require that all English language institutions not currently accredited will need to be accredited in order to issue the Form I-20, which allows international students to obtain F-1, student visas, to enter the United States to study. Because schools must be accredited by an agency that has been recognized by the United States Secretary of Education, CEA is currently in the process of seeking recognition and hopes to submit its petition to the Secretary by the end of this year.

You can find out more about CEA and view the CEA Standards on the website at www.cea-accredit.org or you can contact CEA directly at 703-519-2070 or via e-mail at ceatod@compuserve.com

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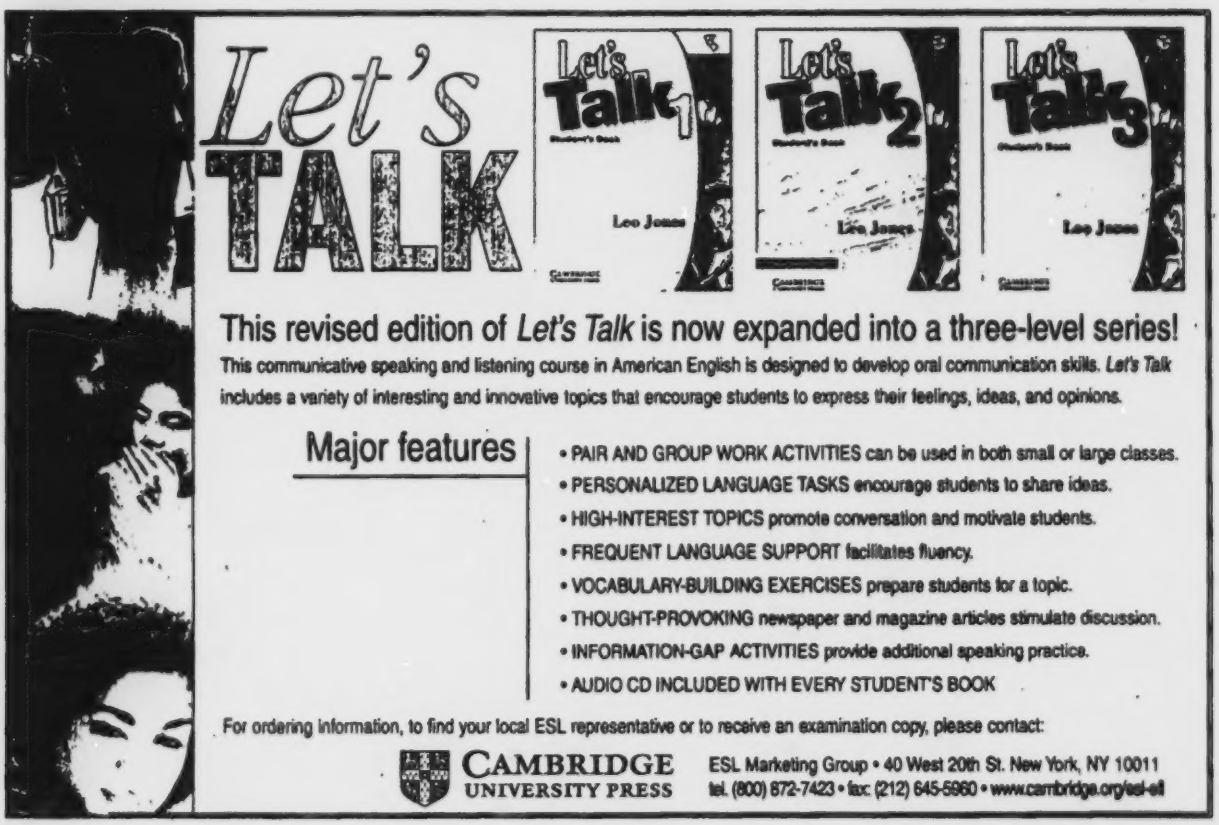
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Certificate Programs for Teaching English

Are you new to the ESL field and trying to figure out where to start? Or, do you have an M.A. in general linguistics, but no real practical experience? If you're having trouble getting a job, you might want to consider a certificate program. These TEFL/TESL/TESOL/etc. certificate programs provide training in the basics of teaching and many ideas on what to teach. There are four basic types of TEFL certificates.

The Certificate in English Language Teaching to Adults (CELTA) is offered around the world. Because of its connection with Cambridge University, it comes with a certain amount of prestige. The program can be completed in about a month of full-time study or in about year of part-time study. The cost of the program varies widely, but in the United States it costs about $2,000. One of the reasons that the CELTA is so well-respected is that each school that offers the course must pay for an outside assessor to come and examine each CELTA course every time it is offered. Expensive, but the quality control (or the perceived quality control) is well worth the price.

The direct competition for the CELTA is the TrinityCert which is put out by Trinity College London. It is quite similar in both cost and content. They also use an outside assessor. With few major differences between the two, your choice can be determined by which is available in your area.

The third kind of program is university-based. Although it takes longer (anywhere from 12 units to 30 units for a certificate), some employers will prefer training from a university. While these programs can't compete in terms of time with CELTA or Trinity, some of these programs are quite good. UCLA Extension offers an exceptional program. Because such certificates are part of regionally-accredited universities, they also have a form of external assessment.

The final type of program is what I call the independent program. These are most often offered in conjunction with a private English language institute. One good example would be Transworld Schools in San Francisco. The only down-side to these programs is that there is no outside assessor to ensure quality.

So which is the best choice? If I were going to do a certificate program, I would do the CELTA. Why? I would be adding respected qualifications to the M.A. in linguistics/TESL that I already have. There are parts of the world where the CELTA is quite respected, in some cases, more than an M.A. program.

Thomas Nixon is editor of the TEFL Connection and can be contacted at editor@teflconnection.com.

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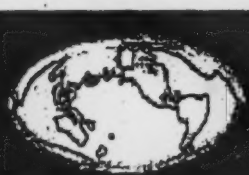

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Student Clubs for Enhancing Career Aspirations

BY LUCY K. SPENCE

Groups of fifth grade girls from the Isaac School District in Phoenix, Arizona are meeting once a week to talk about college and careers. "Niñas Con Destino" (Girls with a Future) is the name the girls have chosen for themselves, and they wear it with pride on the front of their t-shirts with the motto "100% College Bound" in bold lettering on the back. These are girls who carry themselves with pride at the many community and cultural events to which they are invited. They are an ethnically diverse group although the majority are Latinas.

In Arizona elementary schools, the number of Hispanic students is high, 32% overall in the state. The Isaac School District's Hispanic enrollment is 91.4% (Arizona Department of Education, 2001). This large Hispanic population has benefited from programs to develop students' career aspirations in the face of many challenges.

Challenges for Latinas

Niñas Con Destino is a club created for a specific target group, Hispanic girls, although the group has members of all ethnic groups represented in the district. Dora Barrio, a principal in the Isaac School District, began with a vision for the girls after looking at statistics regarding Latinas. Information from the U.S. Bureau of Census indicates that Hispanic women face significant economic obstacles. Census 2000 reported that the Hispanic population in the United States is over 35 million. Although figures have not been compiled for Census 2000, the 1999 projections show 25.6% of the Hispanic population living below the poverty level. This is a greater percentage than that of either Blacks or Anglos. Only 56.1% of Hispanics 25 years or older have completed four years of high school.

Hispanic women in particular face a limited future. They are determined members of the workforce but work at low paying jobs. They tend to be younger than the overall working population, and increasingly these young women are becoming the heads of their households (DeLeon, 1996). There is also disparity between the wages of female Hispanics and the wages of other groups. When compared to the income of White males, Latinas earned only 45 percent, Black females earned 49 percent and White females earned 54 percent in 1988 (Ojeda, 1991).

Addressing Career Challenges

The Niñas Con Destino club targets specific reasons for the plight of Hispanic women and provides activities that should help to change things. According to research on children's career aspirations, children generally select a career that is held by someone they know. They often begin rejecting potential career ideas by the sixth grade, hence the importance of intervention in elementary school (Trice, 1995). DeLeon (1996) suggests that children's career choices can be broadened in a variety of ways:

- by providing female role-models
- through support and mentoring
- through increased awareness of barriers that exist in society
- through increased self-confidence and self-awareness
- by providing information about careers.

Building the Foundations for Dreams

Girls in the Niñas Con Destino clubs enjoy a wide range of experiences to broaden their thinking about the future and learn about a range of issues including college, careers, cultural heritage and a positive self-image. This is what some of the students had to say about their experiences in the club:

"I like what they said we were going to do... we were going to ASU and they were going to bring in people to talk to us and we were going to volunteer to help people. We learned what college would be like."

—Claudia

"We did a lot of fun things...went places with our mentors."

—Christina

"We talked about all the girls that damaged their bodies to keep a good figure. When I went to Mexico and I seen a bunch of girls like that, I couldn't stand watching them 'cause they were all white and sick looking. I told them not to do that and I decided never to do that."

—Ana

College and Business Partners

The girls are between the ages of 10 and 12 when they enter the club in fifth grade. The program continues in sixth, seventh and eighth grade. Barrio began the club in 1996, starting with just one school's sixth graders. Her vision was to see the girls continue in the club's support system through high school and into community college and university. Barrio established liaisons with local academic institutions Phoenix College and Arizona State University (ASU) West Campus. Since then, a growing number of girls, ranging in age from 10 to 16, attend functions sponsored by these two campuses. A special conference was hosted by ASU West in 1998 with 200 girls attending. During an informal session, a small group of girls met with one of ASU West's deans who warmly encouraged them, saying that the faculty was eagerly waiting for them to enroll in University classes in 2008.

The Niñas Con Destino program goals address college, careers, cultural heritage and self-concept. Planned activities for each school year focus on the development of pride in the students' own cultures, exploration of career options, development of positive attitudes about school and development of healthy and productive behaviors. Parents are encouraged to be advocates for their children by attending discussions on college entrance requirements.

Through field trips to college campuses the girls are exposed to the college experience and begin to talk about their future education with faculty and club leaders. Phoenix College has hosted several events on their campus including tours of the campus and football games with refreshments and introductions. The college faculty is sensitive to the ages of the girls and gives them a college experience they will remember. ASU West Campus has also been generous to the girls, inviting over two hundred girls from the eight participating schools to an annual mini-conference that is designed especially for them and includes sessions with intriguing topics such as boyfriends, girls in sports, appearance and attitude.

Local businesses such as Allied Signal, Honeywell and AT&T have invited these young students to tour their facilities and speak with workers. This exposes them to careers to which they would not otherwise be exposed. These experiences can be drawn upon in the coming years as the girls contemplate their futures. Allied Signal has been an especially helpful sponsor, donating t-shirts and providing tours and speakers. Some of the young female high school students who participate in Allied Signal's Work Force 2000 (a work apprenticeship program) have shared their expertise with the fifth graders.

Club members and a team leader visit Arizona State University.

Girls leave for Z00 Camp where they will learn about careers with animals.

A Positive Self-Image

Part of developing attitudes toward the future is developing a positive attitude toward oneself. Cultural events are therefore planned into a typical year's activities. The girls have enjoyed attending "Días de los Muertos," a traditional Mexican celebration for honoring the dead that is celebrated annually at the Heard Museum in downtown Phoenix. The girls have enjoyed the many activities provided by the museum focusing on Mexican heritage. Cultural activities are not limited to the Hispanic culture. For example, club members have

also enjoyed African dance at Phoenix College. Weekly meetings include guest speakers and role models from many ethnic groups including Latina, Native American and African-American. Students' heritage and the importance of their native language are some of the topics addressed.

Additional Creative Programs

Leaders at the eight schools draw from a variety of experiences to create unique programs at each school. Tea parties are held annually at one school to develop the girls' manners and sense of responsibility. The girls do all the planning, table setting and serving. Another school has established a mentorship program, pairing fifth grade girls with teachers in the school who keep in touch regularly. Topics such as study skills, appropriate clothing, substance abuse resistance, eating disorders and health are addressed throughout the year at each school.

In a meeting at Mitchell Elementary School, the girls were asked to share experiences they have witnessed in their own families. Timidly, they began to talk of older sisters who are already married at eighteen or nineteen. Others have unmarried sisters who have already had babies at sixteen or seventeen. Only one girl mentioned having a sibling who was in college, a brother who goes to the local community college. It's difficult for the girls to the see problems inherent in being young and having husbands and babies. After all, the babies are so cute and cuddly, and the older sisters seem so grown-up with their new responsibilities. It is apparent that the real role models for eleven-year-old girls are their older sisters and mothers, yet they must be introduced to additional role models if these girls are to take advantage of the education and career opportunities available to them. Niñas Con Destino holds out the offer of change to this generation of girls.

The realities facing these students are disturbing to educators in the Isaac School District and many educators feel that Arizona students, regardless of ethnicity, deserve a chance at higher education. This feeling is similar to the sentiment expressed by Jonathan Kozol (2000) in his writing about students in the South Bronx. "We owe it to these children not to let the doors be closed before they're even old enough to know how many rooms there are, how many other doors there are beyond the one or two they can see."

Lucy K. Spence is an ESL teacher in Phoenix, Arizona and a doctoral student in language and linguistics at Arizona State University.

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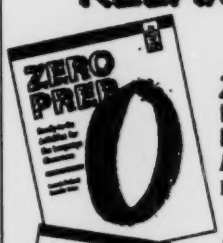

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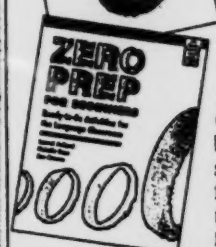

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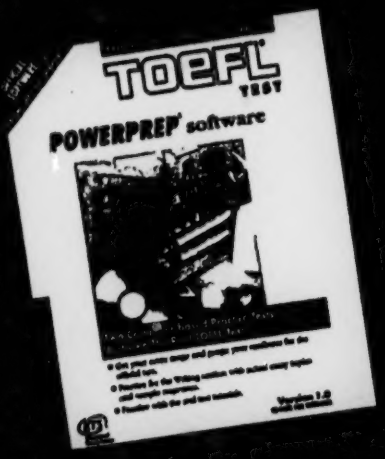

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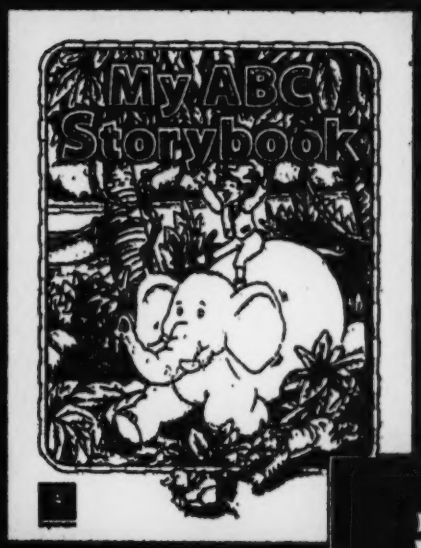

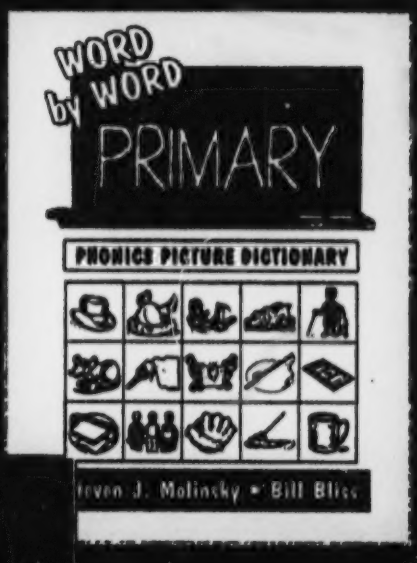

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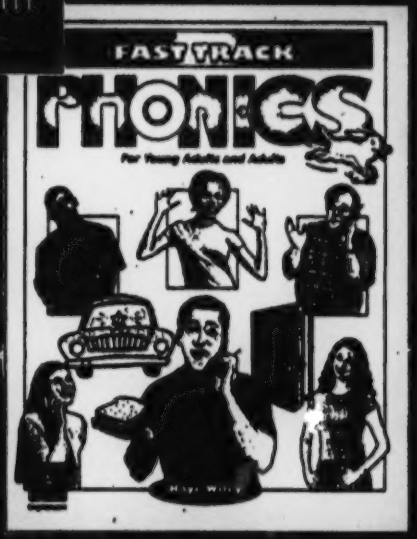

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Sept./Oct. 2001
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FEATURES

What are we worth?: ESL Salary Survey
by Adelaide Parsons 10

FT vs. PT: Do part-timers deserve pro-rated salaries?
by Jack Longmate 13

Distance Learning for ESL/EFL Professionals
by Thomas Nixon 16

Maximizing Classroom Participation
by Karen Englander 22

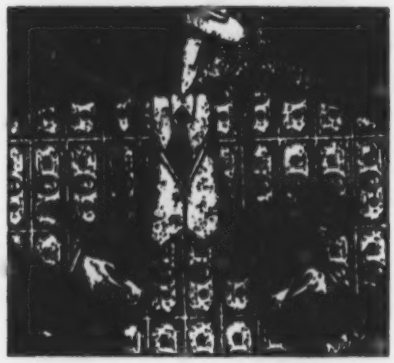
English Language Teaching in Greece
by Misty Adoniou 26

DEPARTMENTS

Editor's Note 4
Letters to the Editor 5
News Briefs 6
Conference Calendar 7
Reviews 20
Catalog Showcase 30

COLUMNS

Christine Meloni's Networthy 8
Joy Egbert's Technology 19
Richard Firsten, The Grammar Guy 21
Thomas Nixon's Employment Focus 25



Page 10

Page 16

Page 22

Page 26

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Betty Ansin Smallwood
Coordinator of School Services for English Language Learners, Pre-K—Grade 12 at the Center for Applied Linguistics and TESOL Board Member, 2001-2004

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What Are We Worth?

Are you earning what you should be earning? Of course, who wouldn't like to make more money? *ESL Magazine* and Adelaide Parsons conducted surveys to determine what ESL teachers' salaries are at the K-12, higher education and adult education levels. Particularly for those in intensive English programs, there's some good news.

Jack Longmate gives an excellent presentation on the issue of full-time versus part-time employment. He has a great message, and it just may be getting through to those who need to hear it in the United States.

Distance learning may be a way for you to further your education and advance your career. Thomas Nixon describes what's available in distance education and explains how it may be more beneficial and feasible for you than a traditional on-campus program.

Teachers don't have to feel helpless in the face of silent students who won't join in classroom discussions. Karen Englander shares great ideas for helping students open up. Not only will students get more practice speaking, but they will solve some real-life problems in the process.

The teaching of English presents unique challenges in each country because of factors such as culture, politics, history and others. Misty Adoniou, President of TESOL Greece, describes how English language teachers there are meeting the challenges unique to the profession in Greece. Teachers, administrators and other ESL/EFL professionals worldwide can learn valuable lessons from what she shares.

All the best!

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
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Introductory rate: 1 year, 6 issues, U.S.: $16.95, Canada/Mexico: $24.95, outside North America: $34.95. All prices in U.S. $ and must be paid in U.S. funds. To subscribe, fill out subscription form on page 29 (photocopy additional forms if necessary) and mail with payment to: *ESL Magazine*, 220 McKendree Avenue, Annapolis, MD 21401. Or fax subscription form with credit card information to 410-990-9052. Please call 410-570-0746 for all other inquiries.

ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@cs.com
www.eslmag.com

ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.

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132

Write Us! *Send letters to eslmagazine@cs.com or ESL Magazine, 220 McKendree Ave., Annapolis, MD 21401. Include your name and position or address.*

Using Pictures

▷ I enjoyed the article "Picture Your Students Talking: Using Pictures in the Language Classroom" (July/August 2001). It came just before I started an adjectives unit, for which I like to use pictures, so I was excited to find out about new sources. I also appreciated the advice about preserving the pictures and the websites. Unfortunately, one of the website addresses (www.pictures.fws.gov) seems to be incorrect. Thank you.

—A READER

The address is http://pictures.fws.gov/.

Certificate Programs

▷ I enjoyed Thomas Nixon's column on certificate programs in the last issue. However, the column stated that independent certificate programs offered in conjunction with private English language institutes have "no outside assessor to ensure quality." Although this may be true, quality programs can choose to be assessed. Our TEFL certificate program, Midwest Teacher Training Program (MTTP), has undergone the full accreditation process carried out by the Commission on English Language Program Accreditation (CEA) along with our parent school, Wisconsin English Second Language Institute (WESLI). This was a rigorous process assuring that we meet nationally-recognized standards of excellence. Thus, Midwest is an independent program that has been accredited by a national accrediting agency.

—RENEE LAJCAK
Program Director, MTTP

ESL MAGAZINE *ASKED CEA FOR COMMENT:* "The scope of CEA accreditation is English language programs within accredited institutions (universities, colleges, and community colleges) and independent proprietary English language institutions. For both, the primary mission and course of study must be English-language instruction, including ESL/EFL teacher training. An institution seeking accreditation must include all programs it offers within its review. If a school offers teacher training, that program is reviewed as part of the process. WESLI in Madison is accredited by CEA, and its review included MTTP, one of its programs. Any marketing materials mentioning accreditation, however, must indicate that MTTP is a program offered by WESLI, which is accredited by CEA—i.e., MTTP is not separately accredited but accredited as part of CEA's review of WESLI. Renee Lajkac is correct—there is an outside assesor of short-term teacher training programs. However, CEA reviews teacher training programs only when they are part of a larger English language institution that is seeking accreditation."

—TERESA O'DONNELL
Executive Director, CEA

Professionalism

▷ I saw your article in *ESL Magazine* ("Putting the Pro into TESL/TEFL Professionalism") and would like permission to copy it to distribute at Virginia TESOL's fall workshop. I am the president of VATESOL, and this is just the kind of thing we wish to promote. Thank you.

—NANCY GOULDE
Randolph-Macon Woman's college

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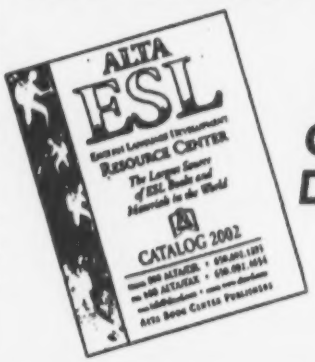

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SE 2133

In the Wake of Terrorists Attacks, Free Promotional Tools for U.S. Educational Programs

Budgetstudy.com has announced that it will provide all educational establishments in the United States with free use of their promotion management tools until the end of 2001. This is in response to the terrorist attacks on the United States in September, which may reduce the number of international students choosing to study in the United States. Co-founder and President of Budgetstudy.com, Martin New, expressed his concern that many private language schools that rely on foreign students could be seriously affected. "Many private language schools were already facing problems due to the looming international recession, and now there is greater concern that many overseas students will cancel or postpone their plans to come to the USA to study." New continues, "Budgetstudy hopes that providing the promotional tools it provides educators to promote special offers to foreign students may help persuade students to maintain their plans to study in the USA." Educators interested in Budgetstudy's offer should visit www.budgetstudy.com to register their school and submit their special offers. Budgetstudy.com is a website that provides educators with dynamic pricing tools that enable them to offer special deals to students from specific countries. Budgetstudy also acts as a marketing consolidator for educators by providing member schools discounts on advertising with partner print publishers and trade fair organizers. Of the 650 education establishments registered with Budgetstudy, 160 are located in the United States. Budgetstudy is a privately owned Canadian company based in Montreal.

Resources to Promote Cultural Understanding

In response to the September terrorist attacks in the United States, the National Clearinghouse for Bilingual Education (NCBE), whose mission aligns with efforts to promote understanding and respect for cultural diversity, has compiled a list of resources to assist educators. These resources can assist teachers and others in preventing cross cultural misunderstanding and persecution within schools and communities as well as promote healing and respect for differences.

Broken down into three categories, the list includes resources on 1) the Middle East, Arab Americans, and Islam; 2) talking to children and helping them cope with violence and death; and 3) challenging stereotypes, intolerance and racism, including lesson plans on community building and respect for diversity.

NCBE will continue to update this resource list in the future and solicits teaching tools, lesson plans, articles, and other resources from educators eager to promote cultural understanding in classrooms and communities. Resources may be submitted to Christy Loop at cloop@ncbe.gwu.edu. To access "Promoting Cultural Understanding in the Classroom" go to http://www.ncbe.gwu.edu/library/tolerance.htm.

CAL Hosts New Online ESL Directory

A new and extensive online directory of helpful ESL resources has just been published on the website of the Center for Applied Linguistics (CAL) at http://www.cal.org/ericcll/ncbe/esldirectory. The Online Directory of ESL Resources was produced by the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) with funding from the U.S. Department of Education, Office of Bilingual and Minority Languages Affairs (OBEMLA) and the Office of Educational Resources and Improvement (OERI). This directory is a searchable database containing over 300 resources for a variety of audiences interested in ESL, including students, teachers, teacher educators, administrators, researchers, business people, and policymakers.

The goal of the Directory is to find and categorize the best resources for ESL, and primarily ESL, accessible via the Web. To accomplish this, primarily resources at the "site" level, rather than at the Web "page" level, were included for consideration. Thus, the directory does not include links to every document related to ESL that has been published online but does include major sites where such documents could be found in significant numbers. Most sites are based in the United States and offer English as a second language resources for those living in this country.

The directory includes information on:

- ESL megasites (e.g., Dave's ESL Café, Linguistic Funland)
- Online magazines and listservs
- National and state ESL associations
- State literacy resource centers
- State education agencies
- State and regional TESOL affiliates
- Regional labs
- Technical assistance centers
- Professional organizations
- Publishers
- Clearinghouses

Each resource in the directory includes a description of the resource, along with contact information (e.g., URL, e-mail address, physical address), and evaluations of the appropriateness of the resource to various age groups (e.g., K-12, adult) and audiences (e.g., teachers, policymakers, researchers). Keyword descriptors used in the development of the database are also made available on the site to facilitate more focused searches.

The ESL Directory is a companion to a previously published Directory of Resources for Foreign Language Programs also commissioned by the National Clearinghouse for Bilingual Education (NCBE) and published online by ERIC/CLL. (http://www.cal.org/ericcll/ncbe/fldirectory). It is one of a growing number of helpful databases compiled and published by CAL staff and available on the CAL website (http://www.cal.org).

—Chris Montone, CAL Webmaster

ED 134

Heinle & Heinle to Host Web Cast with Diane Larsen-Freeman

Heinle & Heinle Publishers, a Thomson Learning Company, will host the first international Web Cast for teachers of ESL/EFL on Wednesday, November 7, 2001. A pioneer in the field of ESL/EFL instruction, Dr. Diane Larsen-Freeman, Professor of Applied Linguistics and Interim Co-Dean at the School for International Training in Vermont, will present "Grammaring in the ESL Classroom" and will answer questions during this live, interactive video conference via the Web. In conjunction with the Web Cast, the School for International Training will offer one continuing education unit. Known for her research in the field of grammar, language acquisition, and teacher education, Dr. Larsen-Freeman is the author of *The Grammar Book* (with Celce-Murcia, Heinle & Heinle 1983, 1999), *Teaching Language: From Grammar to Grammaring* (Heinle & Heinle, forthcoming), and is the series editor of *Grammar Dimensions* (Heinle & Heinle, 1993, 1997, 2000). Dr. Larsen-Freeman has been a faculty member at the school for International Training for over 20 years. The School for International Training is an educational institution for language teacher training. Heinle & Heinle publishes texts, software, and multimedia products for students and educators of languages. Thomson Learning (www.thomsonlearning.com) is a global provider of tailored learning solutions, serving the needs of individuals, learning institutions and corporations with products and services for both traditional and distributed learning. They are headquartered in Stamford, Connecticut and have offices worldwide. For more information and to register for the free event, visit www.heinle.com.

Some Middle Eastern Students Leaving the U.S.

Some Middle Eastern students are leaving the United States following the terrorist attacks of September 11. American University reports that 32 Middle Eastern students out of 2,118 international students have gone home. Washington State University reported that 57 out of 65 new students from the United Arab Emirates are returning to their country. Washington State University has 1,100 international students. The primary reason for students leaving is pressure from parents who are concerned for the safety of their children. All of these students, however, are reportedly returning for the spring semester. Not all universities have Middle Eastern students leaving; many are staying. "The majority of the students who are leaving seem to be the ones who have only recently come to this country," said a spokesperson for Washington State University. There are approximately 40,000 students from Middle Eastern countries in the United States.

New Report on Testing English Language Learners

The National Research Council has published a report, "Testing English-Language Learners (ELLs) in U.S. Schools: Report and Workshop Summary," edited by Kenji Hakuta and Alexandra Beatty. This publication delineates issues surrounding ELLs in U.S. schools and the factors that affect their educational needs and decisions about testing them. Additionally, the report raises questions and provides recommendations to researchers, educators, policy makers and test developers surrounding ELLs and assessments. To access the report, go to NCBE's "What's New?" page at http://www.ncbe.gwu.edu/new/whatsnew.htm or to the National Academy Press page at http://www.nap.edu/catalog/9998.html

Conference Calendar

September

- 5-7 **Fifth International Conference on Language and Development**, Phnom Penh, Cambodia. Contact tyrone.siren@phnompenh.idp.edu.au
- 21-23 **Panama TESOL**, Panama City, Panama. Contact Christopher McLean, cmclean@pancanal.com.
- 20-22 **Carolina TESOL**, Charleston, SC. Contact amulrhead@home.com.

October

- 5-7 **IATEFL Hungary**, Nyiregha'za, Hungary. Contact Tama's Kiss, schoolex@mail.matav.hu.
- 11-14 **Mexico TESOL**, Puebla, Mexico. Contact Carlos Reyes, careyes56@hotmail.com.
- 12-13 **Intermountain TESOL**, Ephraim, UT. Contact Milton Witt, 801-253-1600.
- 12-21 **SPELT Conference**, Islamabad, Pakistan. Contact spelt@cyber.net.pk.
- 19-20 **MIDTESOL**, Lee's Summit, MO. Contact Ron Long, rwlong@iland.net.
- 19-21 **New York State TESOL**, Rye Brook, NY. Contact Jee Wha Kim, 212-678-3936.
- 19-20 **Michigan TESOL**, Ann Arbor, MI. Contact Maggie Phillips, 734-665-3066.
- 18-20 **Colorado TESOL**, Longmont, CO. Contact Larry Fisher, 303-938-2584.
- 26 **Oregon TESOL**, Albany, OR. Contact Kathy Akiyama, 503-845-3951.
- 26-27 **Ohio TESOL and Lau Resource Center**, Columbus, OH. Contact Carolyn Bolin, 614-239-0188.
- 26-28 **Egypt TESOL**, Cairo, Egypt. Contact Deena Boraie, dboarie@aucegypt.edu.

November

- 2-3 **Washington Association for the Education of Speakers of Other Languages (WAESOL)**, Ellensburg, WA. Contact Rebecca Cooper, rcooper@nwinet.com
- 2-3 **English Teachers Association of Switzerland (ETAS)**, Buelach ZH, Switzerland. Contact admin@e-tas.ch.
- 3 **Maryland TESOL**, Arnold, MD. Contact Elizabeth Holden, 301-386-7559.
- 3-4 **TexTESOL III**, Austin, TX. Contact David Schwarzer, 512-471-4078.
- 10 **Indiana TESOL**, Indianapolis, IN. Contact Ahmar Mahboob, 812-855-6457.
- 15-18 **National Council of Teachers of English (NCTE)**, Baltimore, MD. Contact 217-328-3870.
- 16-17 **Puerto Rico TESOL**, San Juan, PR. Contact Marta Y. Pabellon, 787-774-9821.
- 16-18 **English Teachers' Association-Republic of China**, Taipei, Taiwan. Contact Leung Yiu-Nam, ynleung@mx.nthu.edu.tw.
- 16-17 **TESOL France**, Paris, France. Contact Marie-Pierre Beaulieu, marianni@wanadoo.fr.
- 22-25 **Japan Association for Language Teaching (JALT)**, Kitakyushu, Japan. Contact David McMurray, jalt@gol.com.
- 22-24 **TESL Ontario**, Toronto, Canada. Contact TESL Ontario, office@teslontario.org.
- 29-December 2 **National Multicultural Institute**, Washington, DC. Contact David Chang, 202-483-0700 x223.
- 30-December 1 **TESOL-Italy**, Rome, Italy. Contact Paolo Copparl, c.paolo@thunder.it.

December

- 7-8 **Kentucky Department of Education and Kentucky Department for Adult Education and Literacy**, Louisville, KY. Contact Annie French, 502-564-7056.

January

- 3-6 **Linguistic Society of America**, San Francisco, California. Contact Margaret Reynolds, 202-835-1714.
- 23-25 **Asociacion Costarricense de Profesores de Ingles**, San Jose, Costa Rica. Contact Elieth Matamoros elieth-m@hotmail.com

ERIC 135

Christine Meloni's
NETWORTHY

Learning English is a Trip

The traditional travel agent, according to most reports, is doomed to disappear in the not-too-distant future. The Internet has made it just too easy for us to plan our own trips. It is child's play! Using Web resources to plan a trip is an excellent activity for students at all educational levels. In addition to improving their surfing skills, they will learn more about geography, history and culture. The number of Web sites related to travel continues to increase at an astonishing pace. Below you will find a sampling of what's available for the real or the armchair traveler.

▶ **Transportation and Hotel Reservations.** The current giants of the online travel industry are Expedia (http://expedia.com) and Travelocity (http://travelocity.com).

▶ **Travel Guides.** The name Arthur Frommer is synonymous with travel. Check out Arthur Frommer's Outspoken Encyclopedia of Travel at http://www.frommers.com. One of the most popular print guides is the *Rough Guide*. Some of these guides are now available on the Web at http://travel.roughguides.com or http://www.hotwired.com/rough. Another popular guidebook series, *The Lonely Planet*, now offers travel information online at http://www.lonelyplanet.com. An online guidebook that focuses on historical places in the United States is http://www.historytravel.com. Travelers who want to hike and walk in the United States should visit the Hiking and Walking Home Page at http://www.teleport.com/~walking/hiking.html. The Rec.Travel Library (http://travellibrary.com) has links to sites with information about many countries. Expedia has an audio component at its site (http://expedia.com/daily/radio) that features celebrities talking about their favorite vacation spots. When dreaming of faraway places, don't overlook the wonderful National Geographic site at http://www.nationalgeographic.com.

▶ **Maps.** The Rand McNally Map Store (http://randmcnally.com/rmc/store/str/TravelStore.jsp) has maps, of course, as well as backpacks and trip-planning software.

▶ **Travel Clothing.** Having the right clothing can make a big difference. At TravelSmith (http://travelsmith.com) you can find many practical items such as a vest with lots of pockets or a raincoat that folds up to fit in a very small corner of your suitcase.

▶ **Packing.** It seems that everyone wants to use carry-on luggage these days. The Compleat Carry-on Traveler site (http://www.oratory.com/travel) tells you how to get everything into that one small bag.

▶ **Health.** Before departure travelers should check out a travelers health site. Two useful ones are the UAB Travelers' Health Clinic (http://start.tripprep.com/uabtraveldoc) and Travel Medicine (http://travmed.com).

▶ **Foreign Currency.** Some travelers like to have the foreign currency in hand before they leave, and sites exist that will send foreign currency to your home before you leave. Two such sites are http://www.currency-to-go.com and http://www.foreign-currency.com.

▶ **Museums.** Most tourists include a visit to a museum or two while visiting major cities, and attractive museum Web sites abound. One of the world's most popular museums is the Louvre Museum in Paris, and its official Web site is http://mistral.culture.fr/louvre/louvrea.htm.

▶ **Tipping.** It is often difficult to determine whom to tip and how much to tip. Casto's Tipping (http://www.casto.com/resource/tipping.cfm) offers valuable information in this regard.

▶ **Business Manners.** Business etiquette varies from one country to another. A site that offers valuable information to business travelers is http://getcustoms.com/omnibus/dba.html.

▶ **Laws Abroad.** The U.S. State Department provides information for U.S. travelers about laws in other countries. Visit its official site at http://travel.state.gov/judicial_assistance.html.

▶ **Cybercafés.** Many travelers are anxious to check their e-mail while they are away. The Internet Café Guide (http://netcafeguide.com) lists cybercafés around the world. You can order a print copy of the guide at this site.

Note: Please keep in mind that URLs have a tendency to change.

Christine Meloni is associate professor of EFL at The George Washington University in Washington, DC. She welcomes comments and suggestions from readers and can be reached at cfmeloni@hotmail.com. Please include ESL Magazine *in the subject line of e-mail messages. This and all past columns can be found online at http://www.eslmag.com/articles.html.*

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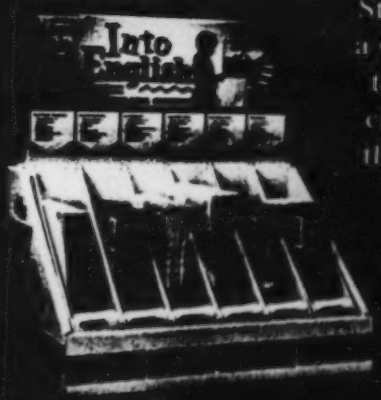

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What are we worth?

ESL Salary Survey

BY ADELAIDE PARSONS

INTRODUCTION BY KATHLEEN BEALL

Teacher salaries are a hot topic in the United States these days: teachers are striking for higher pay, school districts are reevaluating their new pay-for-performance systems, and many people are calling for higher salaries to entice people into classrooms to meet the teacher shortage and to improve education.

For years, salary issues have been a part of the fight for professional status in the field of teaching ESL. ESL teachers and organizations have been hard at work on many fronts to build the reputation of teaching ESL as a legitimate discipline. At stake in the "professionalization" of the field are salaries, benefits, and full-time employment among a host of other issues. What we earn probably concerns us most because if we can't make a living teaching English, the other issues don't matter. *ESL Magazine*'s current online poll asks how full-time ESL teachers' salaries compare to those of other educators. Forty-seven percent of those who have responded feel that the salaries of full-time ESL teachers are lower than those of other educators. Forty percent feel their salaries are comparable.

To find out what ESL teachers earn, *ESL Magazine* contacted the fifty state educational agencies and the District of Columbia and asked for average salary information for K-12 and adult education teachers. Of course, there are numerous variables to take into account when computing an average salary. Salaries, stipends, signing bonuses, and benefits such health, dental, and pension vary from state to state and district to district. Teaching experience, academic degree and certification also affect teacher earnings. For the K-12 and adult education data, only base salary (no bonuses or benefits) was taken into account. Where exact salary data were not available, state representatives reported estimates. These data also do not take into account private schools. Table 1 at right shows the average full-time salaries for ESL teachers at these two levels of education.

Whereas K-12 and adult education ESL teachers typically earn the same amount as their non-ESL counterparts, the same has not generally been true among those in higher education. Therefore, *ESL Magazine* asked Adelaide Parsons to obtain more detailed information about salary packages for ESL teachers at the postsecondary level.

Intensive English Programs

by Adelaide Parsons

Because Intensive English Programs (IEPs) have a long history (over 50 years) and salary issues in IEPs have been representative of the college/university setting over the years, I conducted a survey focused specifically on IEPs that provided more detailed salary information. Fortunately, IEP data are easily accessible. A survey of IEPs is also important because the master's degree in TESL has traditionally been considered the terminal degree for this field and until recently primarily attracted students interested in teaching in postsecondary programs.

Since the late 1970's, I have had various opportunities to observe salary and benefit packages for instructors in IEPs, which are still a major source of employment for those who want to teach English at the college/university level in the United States. I have been an IEP director, a teacher educator, a volunteer in the association Teachers of English to Speakers of Other Languages, Inc. (TESOL) (e.g., running the Employment Clearinghouse and promoting professional standards), and more recently a director of international studies with an IEP reporting to me. These experiences have allowed me to informally monitor salary packages over the years.

IEP Demographics

Using the listservs of the American Association of Intensive English Programs (AAIEP) and the Association of International Education Administrators (AIEA), I sent a survey via e-mail to all of the directors of IEPs and international education programs who are members of the organizations. The survey asked questions related to their salary packages (salary, benefits, raises) for full-time and part-time ESL teachers. Benefits have become an important part of the salary package; as recently as ten years ago their limited availability concerned ESL professionals.

Basic demographic information (size of program, number of full-time and part-time teachers, and reporting order in the program) was collected. Approximately 62 programs responded to the survey; 54 of the responses were included in this analysis. Duplicate responses (respondents from both listservs), incomplete responses, and one program that hired on a weekly basis were eliminated.

Program size: The program size was defined as the number of students enrolled per term. As shown in Table 2 at right, programs ranged in size from less than fifty students to over two-hundred.

Number of Full-time Faculty According to Program Size: Professional standards such as those of the AAIEP and NAFSA: The Association of International Educators and the accrediting criteria of regional accrediting agencies and the Commission on English Language Program Accreditation (CEA) maintain that programs must have a core of trained faculty to sustain quality, stability and integrity. Do programs, regardless of size, maintain a core of full-time faculty? How does the number of full-time faculty vary according to the size of the program?

As shown in Table 3, 50 of the 53 pro-

ESL 138

grams report having full-time faculty. Smaller programs (0-50 students) have one to two full-time faculty with slightly larger programs (50-100 students) having three to six. Large programs (101-200 students) showed a greater range in the number of full-time faculty (1-20 full-time faculty); the largest programs (over 200 students) employed anywhere from seven to twenty full-time faculty. Three programs reported no full-time faculty and one program with 101-150 students reported having only one or two full-time faculty. As these data show, 94% of the IEPs have a core of full-time faculty.

Affiliation: Programs were asked to indicate whether they were affiliated with a college or university or were proprietary. Forty-one programs indicated that they were affiliated with a college or university while twelve indicated they were proprietary. Of the twelve proprietary programs, six reported a connection with a university, including reporting lines within the college/university structure; some universities and colleges with large non-English speaking populations have entered into contracts with proprietary IEPs to serve their students rather than initiate their own instruction.

Chain of Command/Reporting Structure: Fifteen of the respondents indicated reporting to a dean of a college (13) or a department chair (2). Eleven reported to extended learning; 12, to international studies programs, and 8 others to administrators based in some area of academic affairs.

Why are affiliation with a university and chains of command/reporting structure considered important in a discussion of faculty salary and benefits? The perception is that programs based in academic institutions are held to a different set of standards in terms of employment conditions, salary, types of contracts, benefits, and other working conditions. Within the profession, the perception exists that programs housed in continuing education or extended learning may not offer salaries or benefits comparable to those in other more traditional academic units since by nature continuing education and extended learning as well as proprietary programs may be focused more on generating revenue and, therefore, contain costs by containing salaries and benefits. Of the three programs reporting no full-time faculty, two are proprietary and one is university based, housed in extended learning. Of the larger programs reporting full-time faculty of 1-2 for student enrollments of 51-150, two were proprietary and one was housed in international studies.

Full-time Faculty Salaries, Benefits, and Raises: The survey results of salary ranges, average salary and benefits reflect change in how IEPs value and respect the education and talents of their faculty. Raises and the manner in which they are determined were also examined briefly.

Average ESL Full-Time Salaries (Table 1) *(compiled by ESL Magazine)*

K-12	
New Jersey	$51,233
Connecticut	$49,900
New York	$49,435
Pennsylvania	$49,528
California	$48,330
Alaska	$47,262
Michigan	$47,300
District of Columbia	$47,000
Massachusetts	$46,580
Delaware	$46,280
Rhode Island	$46,140
Oregon	$44,590
Illinois	$43,444
Maryland	$42,800
Ohio	$42,556
Georgia	$42,216
Nevada	$42,050
Indiana	$41,850
Wisconsin	$41,646
Washington	$40,700
Minnesota	$40,400
Hawaii	$39,900
North Carolina	$39,552
Colorado	$39,300
Virginia	$39,100
Texas	$37,567
New Hampshire	$36,880
Idaho	$36,804
Florida	$36,722
Kentucky	$36,500
Vermont	$36,402
Arizona	$36,300
Tennessee	$36,340
West Virginia	$35,888
Alabama	$35,820
Iowa	$35,678
South Carolina	$35,506
Kansas	$35,200
Utah	$34,940
Missouri	$34,590
Maine	$34,200
Louisiana	$32,900
New Mexico	$32,713
Wyoming	$32,500
Oklahoma	$32,284
Arkansas	$32,235
Montana	$31,800
Nebraska	$31,544
Mississippi	$31,050
North Dakota	$30,000
South Dakota	$29,130

Adult Education*	
New York	$49,435
New Jersey	$49,300
Georgia	$49,000
Virginia	$48,500
Delaware	$45,570
Wisconsin	$45,211
Maryland	$42,100
Connecticut	$41,977
Indiana	$41,850
Minnesota	$40,400
New Hampshire	$39,960
Hawaii	$39,900
Pennsylvania	$39,885
Colorado	$39,300
Oregon	$38,150
Washington	$38,000
Texas	$37,567
Illinois	$37,444
Nevada	$37,400
Florida	$36,600
Kentucky	$36,500
West Virginia	$35,888
Alabama	$35,820
District of Columbia	$35,000
Michigan	$35,000
Utah	$34,940
South Carolina	$34,506
Massachusetts	$34,440
Maine	$34,000
California	$33,900
Kansas	$33,000
Idaho	$32,500
Oklahoma	$32,284
Louisiana	$32,000
Tennessee	$31,799
Arkansas	$31,235
Mississippi	$31,050
Arizona	$30,470
Wyoming	$30,330
South Dakota	$30,250
North Carolina	$29,700
Iowa	$28,000
Alaska	$28,000
Montana	$27,100
Vermont	$26,000
North Dakota	$25,140
Ohio	$24,732
Nebraska	$24,230
Rhode Island	$23,820
Missouri	$23,500
New Mexico	$22,500

*National Education Association

Intensive English Program Data *(compiled by Adelaide Parsons)*

Table 2: Number of Programs of Various Program Sizes

Program Size (# of students)	0-50	51-100	101-150	151-200	200+
Number of Programs Responding	17	17	7	3	10

Table 3: Number of Programs with Full-Time Faculty

Program Size (# of students)	0-50	51-100	101-150	151-200	200+
No Full-Time Faculty	2	1			
1-2 Full-Time Faculty	8	2	1		
3-6 Full-Time Faculty	7	11	2		
7-10 Full-Time Faculty		3	2	2	3
11-15 Full-Time Faculty			2		3
16-20 Full-Time Faculty				1	
20+ Full-Time Faculty					4

Table 4: Full-time Salaries for Starting Teachers

Program Size (# of students)	0-50	51-100	101-150	151-200	200+
Low Salary	$14,000	$20,000	$28,000	$32,000	$25,000 (9 mo)
High Salary	$40,000	$40,000	$38,300	$33,000	$41,400
Average Salary	$24,772	$30, 014	$31,260	$32,500	$32,500

Table 5: Full-time Salaries for Experienced Teachers

Program Size (# of students)	0-50	51-100	101-150	151-200	200+
Low Salary	$15,200	$22,250	$28,000	$33,000	$28,250
High Salary	$50,000	$46,000	$44,000	$32,000	$52,000
Average Salary	$27,520	$29,931	$34,408	$32,500	$32,915

Table 6: Number of Programs with Part-Time Faculty

Program Size (# of students)	0-50	51-100	101-150	151-200	200+
No Part-Time Faculty					1
1-2 Part-Time Faculty	8	6	2		1
3-6 Part-Time Faculty	7	8		2	1
7-10 Part-Time Faculty		3	4	1	2
11-15 Part-Time Faculty	2				1
16-20 Part-Time Faculty					1
20+ Part-Time Faculty			1		3

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Salaries: Two types of information were requested: the salary for a first year teacher and one for an experienced teacher (two or more years). A first year teacher's salary ranges from a low of $14,000 to a high of $41,401; the average is $28,231. When the program provided a range rather than a specific salary (e.g., $25,000-35,000), the median of the range (e.g., $30,000) was used in computing the overall average salary among the programs. However, the low and high ends were used as examples of low and high salaries. Table 4 provides information on first year teacher's salaries by program size. While extremes exist, the averages are reflective of the salaries found in each category.

Experienced teachers' salaries ranged from $15,200 to $52,000. The average experienced teacher's salary was $32,785. Most programs reported that they hired only experienced teachers, starting them at a set salary. Several reported a range of salaries for their experienced faculty. Again, when a program reported a salary range rather than a specific salary, the median of the range was used in computing the overall average salary among the programs. A summary of experienced teachers' salaries appears in Table 5.

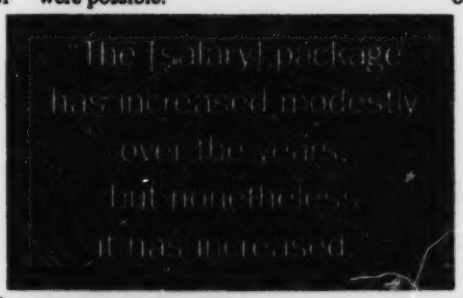
In comparing the salaries of beginning and experienced teachers, one does not see significant differences in the averages. Without knowing length of service in a program or in the profession, it is difficult to assess how well-compensated an individual is over time. It was also noted that a smaller program does not necessarily mean a lower salary.

Hourly rates were reported by four programs. Hourly rates ranged from a low of $16.00 to a high of $34.09 for first year teachers and from a low of $16.00 to a high of $43.40 for experienced teachers. Of the four programs reporting hourly wages, three were proprietary programs that paid $16 to $20 per hour. The fourth program reporting hourly wages was a proprietary program affiliated with a university extension/continuing education and it paid the highest hourly rate.

Do programs affiliated with universities pay better than proprietary programs? No. Salary ranges and averages are the same in university-affiliated IEPs as in proprietary programs. Do programs affiliated with certain areas of a university or college (e.g., academic affairs) compensate at a higher rate than those affiliated with extended learning or continuing education? No. In either setting, salary ranges and averages are the same. Therefore, it is an inaccurate perception that proprietary programs or those associated with continuing education pay less and offer fewer benefits compared to those in other more traditional academic units.

Benefits: The results indicate that IEPs are offering their faculty a benefits package similar to those of other work situations. Forty-six programs indicated they offered health insurance; 36, life insurance; 45, retirement program; 45, funds for professional development; 32, released time and/or additional pay for developing special projects; 9, sabbaticals; and 12, a faculty exchange option. Options for dental, optical, and 403b plans were also reported. While the salary findings were a bit disappointing, the addition of benefits, including health insurance, retirement programs, and professional development reflects a change in the conditions of the ESL workplace over the years.

Raises: Forty-five programs indicated that they provided raises to their faculty on a regular basis. Twelve were based on merit; 20, on cost of living; and 13 blended merit and cost of living increases. Several indicated that they followed the pattern of their university and others indicated that years of service and equity adjustments were possible.



Part-time Faculty

The intent of the survey was to study full-time faculty salaries and benefits; however, in the field of higher education and ESL, one must also consider the role of the part-time faculty in conjunction with that of the full-time faculty. Historically, academic programs regardless of discipline have relied on part-time faculty to teach. Part-time faculty are cost effective (lower salaries, fewer benefits, ad hoc hiring), allow for flexibility in scheduling, and focus on teaching their students in contrast to full-time faculty who may need to address scholarship and service in addition to their teaching. Part-timers are also susceptible to misuse in terms of low wages, vagaries in class scheduling (day, time, and number), lack of benefits, and instability of employment.

Reliance solely on part-time faculty effects the quality of instruction. In recent years, the regional accrediting agencies (e.g., North Central Association) and professional organizations and accrediting bodies (e.g., TESOL and CEA) have adopted statements that advise against heavy reliance on part-timers and have identified limits in terms of ratios of full- to part-time faculty or the percent of classes to be taught by part-time faculty. The purpose of their support is to assure that part-time faculty are not misused and that each program has a core of full-time faculty. These agencies and organizations also encourage programs to hire their part-time faculty on a full-time basis, providing adequate salaries and benefits to the faculty as well as stability and commitment to the program.

The results of the study showed that every program utilized part-time faculty (Table 6). Only three programs were identified as relying heavily on part-time faculty almost to the exclusion of full-time faculty. Two of these programs have less than 50 students.

Salaries, Benefits and Raises: Part-time faculty salaries are generally figured on the basis of an hourly rate (credit hour, contact hour), a course rate, a weekly base, and occasionally a comparable percent of a full-time faculty salary (pro-rated). All of these methods of assigning payment were reflected in this survey. Only nine of the programs provided a slightly higher rate for experienced teachers. Part-time salaries ranged from a low of $12.50 per hour to a high of $56 per hour; however, fifty percent of those reporting paid an hourly rate of $25 or less. The rate per course ranged from a low of $900 per course to a high of $4,820 (6 hours/16 weeks).

Eleven provided health insurance while two reported the option available to certain classes of part-time faculty. Five offered life insurance; 14, access to retirement plans; and 31, support for professional development. Nine had plans that provided support for development of special projects; one, for sabbaticals; and two, faculty exchange opportunities. In some settings, faculty who are hired for half time or more annually may be given a part-time contract that provides salary and benefits. Twelve programs indicated that this option was available on their campus. Generally, part-time faculty do not get raises annually. Increases in their salary are tied to availability of funds through revenue generated, the budget review process, or the legislative increase in allocations to a campus.

Conclusions

This survey provided an overview of what is available in terms of a salary package, especially to full-time faculty. The package has increased modestly over the years, but nonetheless it has increased. Things are getting better. Accreditation, professional standards, the commitment of IEP administrators and TESL professionals to improving employment terms and conditions are reflected in these increases. We need to remain assertive in our efforts to improve employment conditions, especially for part-time faculty, and to promote salary structures that keep pace with inflation, cost of living increases, the salary guidelines of institutions or organizations, affirmative action/equity and other economic conditions.

Adelaide Heyde Parsons is director of International Programs and the MA TESL Program at Southeast Missouri State University.

FT vs. PT

Do Part-Timers Deserve Pro-Rated Salaries?

BY JACK LONGMATE

Teaching is among the most gratifying of professions. You will touch a lot of lives, and you will never know the extent of your influence. —Mary Field Schwarz Arehart, 2000.

While teaching offers rich non-monetary rewards, those very rewards undermine the monetary ones. As a teaching field, ESL is especially vulnerable in light of its presumed easy access encouraged by the widespread notion "if you can speak English, you can teach English" (e.g., see http://www.angelfire.com/al/YWAMchiangmai).

Also undermining the ESL teaching profession is the preponderance of part-time positions, which in the words of Kathy Dietz, chair of TESOL's Sociopolitical Concerns Committee, reduces educators to the status of "non-professionals." Of course, ESL is not the lone victim of the practice of creating many part-time non-permanent positions in lieu of full-time ones—according to the U.S. Department of Education, over 40 percent of all faculty in higher education and over 60 percent at the community college are part-time and non-tenure track. Yet of all disciplines, ESL is among the most dominated by part-time instruction; in Washington state community colleges, ESL is at the very top, with 79 percent of all ESL classes being taught by part-timers.

From the institution's standpoint, hiring part-time faculty might seem like "good business." Their pay is not pro-rated with that of full-time faculty; that is, part-timers who teach at 30 or 60 percent of a full-time assignment do not receive 30 or 60 percent of full-time wages, but some lesser amount, sometimes at 50 cents on the dollar or less, pending variation across states and institutions. If a full-time salary were $40,000, an equivalent part-timer who was granted a full-time assignment would receive $20,000, but since part-timers aren't provided full-time assignments, $20,000 overstates real earnings. In addition to the lesser pay, most part-timers receive no benefits and few institutional services. While offering full professional teaching expertise, they receive neither professional support nor a long-term commitment from the institution. All this explains why hiring part-time faculty has become the preferred hiring strategy over the past 30 years.

Institutions may play dumb to attacks on their hiring of part-timers. One college president denied outright that there are grounds for complaints, asserting simply that "these people choose to work here because they want to." Institutions may also deny that there is any violation of the principle of "equal pay for equal work" by arguing that part-timers do not perform equal work. Commonly cited as proof is the institution's faculty contract, which may indeed stipulate a reduced set of duties for part-time faculty. The contract of Olympic College of Bremerton, Washington, for example, reserves for full-timers the writing of course outlines, curriculum development, student advising, office hours for student consultation, and campus governance.

Arguments based on the limited set of responsibilities are disingenuous when those "full-time" duties are technically excluded from part-time assignments to avoid having to pay for them, especially when these duties are in fact commonly performed by part-time faculty without compensation. Institutions are effectively saying, "We don't want to give you equal pay, so we aren't giving you equal work."

But when considering the essential job of teaching and touching lives, part-time faculty do indeed perform equal work. Institutions know this: neither the tuition charged nor the credits awarded are discounted when part-time instructors teach, though the rate of pay may be discounted 50 cents or more on the dollar. Still, some have proposed an upgraded percentage but one that still falls short of 100 percent, say 75. Chris Storer of the California Part-time Faculty Association (http://www.cpfa.org/chrisprorata.html) opposes that option, arguing that "(T)he 'ratio of pro-rata pay' should not even be open for discussion. There should be one classification of faculty... and one schedule of compensation with distinction based solely on load, educational background, and experience. This is the way it is in K-12.... (It is a grave mistake to assume that higher) education, like manufacturing, involves work which can be broken up into piece work, hired out on hourly wages, assembly lined in packaged modules that do not require a full-service professional educator. It is this mistake that deprofessionalizes all faculty, threatening the very foundation of the community college ideal of democratizing higher education...."

The argument that has long been the trump card against 100 percent pro-rated pay—that it is quixotic and lacks a precedent in the real world—has itself been overtrumped. In the community colleges of British Columbia, Canada, pro-rata pay and treatment exist. Below are four features describing the situation at Vancouver Community College (VCC), the largest in British Columbia.

1. Pay. At VCC, faculty are classified as regular or term. In terms of compensation, this classification is inconsequential as term instructors are paid "on the same basis as regular instructors" according to the VCC/VCC Faculty Association (VCCFA) Collective Agreement (5.3.1) (http://www3.bc.sympatico.ca/vccfa/). Both regular and term instructors may be part-time, but the full-time/part-time distinction is again inconsequential as regular part-time faculty are paid according to the same salary schedule as full-time "on a pro-rated basis" (5.2.2).

2. Workload. The VCC and its Faculty Association Agreement lists primary and secondary teaching functions (6.1.2 and 6.1.3), but assignment of those functions is not segregated on the basis of full-time or part-time status, as it is at Olympic College. Instead, it is the responsibility of the department (6.4) and may take into account the seniority of the individual instructor; a part-timer can be senior to a full-timer. Thus, VCC can be characterized as embodying "equal pay for equal work" because part-timers are faculty of equal stature who simply happen to be employed less than full-time, far from what Keith Hoeller has termed the "academic apartheid" of the U.S. system.

3. Benefits. VCC provides benefits to part-time faculty that that are equal to or proportional with those of full-time faculty. The range of benefits themselves are unheard of for part-time faculty in most U.S. settings. Samples from the VCC/VCCFA Agreement include the following:

a. Vacations: "Part-time regular instructors shall accrue vacation credit...at the same rate as full-time regular instructors" (7.2.3.2).

b. Professional development: "For those instructors working less than 100% workload, payment (for professional development) is prorated based on the percentage of scheduled workload maintained during the best accrual months" (6.6.5.1).

c. Seniority: "...all regular instructors, both full-time and part-time, shall accrue 261 full days of service per fiscal year" (10.1.3).

4. Part-Time to Full-Time Transition. Perhaps VCC's most significant feature is its automatic "regularization" of those hired as term instructors. Quoting from paragraph 4.6.1: "Term

instructors who have held appointments at one-half time or more for at least three hundred and eighty (380) days within a continuous twenty-four (24) month period shall be granted a permanent regular appointment without probation on the first of the month following completion of the said three hundred and eighty (380) duty days, provided such instructors have received a successful evaluation in keeping with Article 16 (Evaluation of Probationary Regular and Term Instructors)."

Thus, at VCC, virtually all faculty are regular or on track to become regular, which contrasts sharply with U.S. community colleges that do not offer a comparable transition. As a result, if all of Washington state's 3,000 full-timer community college instructors were to resign en mass, those vacancies still couldn't accommodate the state's 10,000 part-time faculty, which is a reality that testifies both to the system's overreliance on part-time appointments and the dismal prospects of full-time employment for part-time faculty.

However, it is encouraging that the good news from British Columbia has made its way into the mainstream of U.S. advocacy. At the TESOL Convention in Vancouver in March 2000, Frank Cosco, then president of the of Vancouver Community College Faculty Association, astounded the colloquium of TESOL's Caucus on Part-Time Employment Concerns with a description of his institution's pro-rata policies. At the National Conference on Contingent Academic Labor (COCAL) in January, 2001, Linda Sperling of the College Institute Educators' Association of British Columbia stole the show with her description of the policies in effect within the province. In June 2001, Cosco and Sperling were plenary speakers at the annual convention of the California Part-time Faculty Association (CPFA), the report from which described their discussion of "province-wide pro rata pay, rehire rights, and vastly improved benefits for part-time faculty in British Columbia's community college system." The British Columbia examples are important in refuting the belief that a poorly paid itinerant faculty is inevitable or that it is futile to be concerned about corrective action.

It is further encouraging that a coalition of major faculty unions and associations and disciplinary organizations has now formed in opposition to the exploitation of part-time and non-tenure track faculty. Exemplifying this is U.S.-Canada Campus Equity Week (CEW) of October 28 through November 3, 2001. See http://cewaction.org/ or E-mail cewAction-subscribe@topica.com."

Some may wonder why part-time instructors are willing put up with teaching at all when the money is not good, when there is little realistic chance for full-time employment, and when despite teaching at an institution for years, there is still no assurance of having a job to return to after the current term. One explanation is that for many educators, teaching is a calling, which, to quote one observer, "constitutes a practical ideal of activity and character that makes a person's work morally inseparable from his or her life. It subsumes the self into a community of disciplined practice and sound judgment whose activity has meaning and value in itself, not just in the output or profit that results from it" (Bellah as quoted by Clark, 1997, p. 36).

It is exploitation to pay workers for only a portion of the work they perform or to rely upon non-monetary rewards to avoid providing commensurate monetary ones. Part-timers and contingent faculty may not deserve to be paid for work they do not perform, but they surely deserve equal pay for the equal work they do.

Jack Longmate is an adjunct English instructor at Olympic College, Bremerton, Washington, and is on the Steering Committee of TESOL's Caucus on Part Time Employment Concerns

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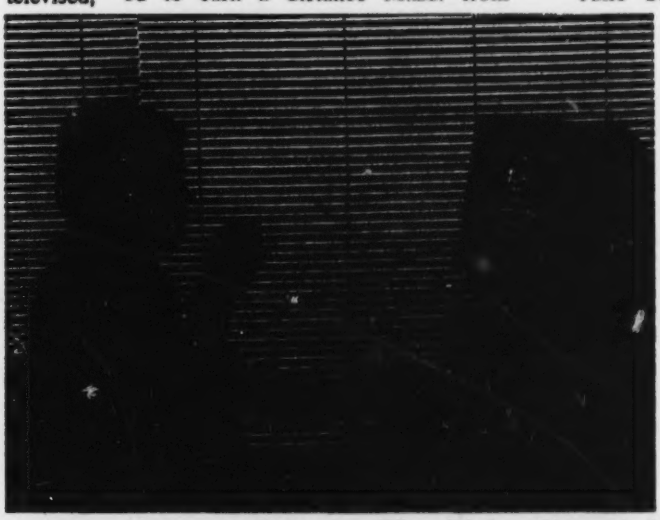
Distance Learning for ESL/EFL Professionals

BY THOMAS NIXON

Within education there is much controversy surrounding distance learning. This is related primarily to how well it works for our students and to the uncertainty surrounding the future of such courses. For ESL/EFL teachers, however, distance learning can be the road to career advancement and movement up the salary scale. Because of its very nature, it makes it possible for teachers, ESL or otherwise, to go back to school without ever leaving their homes.

What is distance learning? It is the learning of educational material at a place other than the traditional campus. Distance learning takes many forms: online, videotape, audiotape, televised, correspondence, and more. Although correspondence courses are still quite popular (in particular, note the many offerings at Brigham Young University and the University of Northern Iowa), the fastest growing format is online. As resources increase with this format, look for many more programs to be offered.



Who would benefit from earning a degree from distance learning? Dr. John Bear, author of *Bears' Guide to Earning Degrees by Distance Learning*, believes that distance learning can be the answer to many educational and personal problems. Some people live so far from the nearest relevant campus or classroom facility that there is no way they can attend classes with any regularity. Others have family and/or job situations that simply do not permit them to commit to a regular class, week after week, month after month.

Then there is the cost. There are many distance learning programs that cost much less than a traditional education. This can be particularly true when you factor in exchange rates. Interested in a program in Canada or Australia and you live in the United States? Your education just got much less expensive.

Profiles of Distance Learners

One group that would find great utility in distance learning degrees are those who have chosen to build their careers in non-English-speaking countries where few teacher education programs are available in English. For these teachers, the only choices available are to either return to their country of origin and pursue a residential degree there or, as is now possible, pursue a degree through distance learning.

Andrew Finch, a former middle school teacher in England, went to Korea to learn Baduk and found himself teaching English in Seoul. Deciding that this might be the career for him, Finch decided to earn a distance M.Ed. from Manchester University. Why did he choose Manchester? "I chose the Manchester University program because it's in the UK and because I saw the distance M.Ed. advertised in the *International Guardian* newspaper." The program worked out so well for Finch that when he decided to earn a doctorate through distance learning, he again turned to Manchester.

Because of the nature of English language teaching around the world, Finch believes that, particularly for language educators, earning a degree by distance learning is the only way to go. If he had done his program residentially, he would not have had near the opportunity to take what he had learned in courses and apply it immediately in the classroom. By going this route, he was able to see right away what worked and what didn't in his particular teaching environment. "Campus-based degrees can't offer this trial by fire, but it is indispensable to the development of thinking, reflecting teachers."

Dr. Finch has recently received a tenure-track appointment to a university in Korea. This is highly uncommon as almost without exception such positions are fixed-term and not tenurable. Finch attributes his success to having earned his Ph.D. through distance learning.

Julie Seek graduated from the University of Tennessee, Knoxville in 1994 with a B.A. in French with a concentration in French literature. Although she found the program interesting, it was not particularly practical for someone who was not going to become a French teacher. Seek ended up working for several computer companies. While working for IBM, she got her first opportunity to visit China. Deciding that she wanted to spend more time in China, she found a teaching position with English Language Institute China (ELIC). She taught for ELIC for a year at Jiangxi Normal University before deciding to complete a graduate program. She chose the M.A. TESOL program at Azusa Pacific University because of the relationship that it had with ELIC. In Seek's words, "APU offers an incredibly flexible, practical M.A. program for people who are working overseas but who want to improve professionally." Although her program required some "in-seat" time, that was conducted in Thailand.

Specific Distance Learning Programs

There are a number of quality programs

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available at both the M.A. and the Ph.D. levels. Most are located outside the United States. Although distance learning has been available for decades, it has only become known to many people in the United States fairly recently. As distance learning becomes more accepted within the United States, the number of U.S.-based programs in TESOL and education will increase.

M.A. Programs

In addition to the M.A. programs mentioned above, there are a number of other programs available. You can earn degrees in TESOL but also in language and literacy education or reading and literacy education. Depending on where you plan to work, the latter two could work just as well for you.

An example of an exceptional program is the one offered by the Centre for English Language Studies at the University of Birmingham (UK). The Open Distance Learning Master of Arts in Teaching English as a Foreign or Second Language (M.A. TEFL/TESL) utilizes local tutors in some countries. For example, in Japan and Korea, local administration is conducted through David English House (Hiroshima, Japan and Pusan, Korea). Because the program is designed for practicing teachers, it is expected that you already have at least some teaching experience. The program takes 30 months to complete.

A U.S.-based program is at Shenandoah University (http://www.su.edu/sas/tesol/). They offer a quite good Master of Science in Education with a TESOL concentration entirely at a distance. The program takes about four quarters to complete. For those not sure of whether to venture into TESOL, they also have two certificate programs. Even though it is offered at a distance, Shenandoah's program is quite traditional, entailing thirty-three units and eleven courses. For someone wishing to earn a master's in this field while continuing to work in Poland or Thailand or anywhere else, this would be an excellent choice.

Other programs with various titles are offered at Regent University, University of Leicester, University of Melbourne, City University in Washington State, and Deakin University.

Ph.D. Programs

When considering doctoral programs, one of the first decisions that you will need to make is whether you really need a Ph.D. in TESOL or whether a doctorate in education would suit your purposes. The reasons behind this choice are simple: there are many more doctorates available in education than TESOL and in many teaching situations, primarily abroad, it will not matter (as long as the focus of your dissertation is in the right area).

In addition to Finch's program at the University of Manchester, there are programs at the University of Melbourne, Nova Southeastern University, Open University, and Macquarie University (the rather unique Doctor of Applied Linguistics). If you're willing to increase the width of your subject field to education, educational technology, curriculum and instruction, education/school psychology, teaching, or many other areas within the broad education field, the possibilities increase significantly. There are a number of doctorates in education including those offered by Capella University, University of Nebraska-Lincoln, Nova Southeastern University, Liberty University, University of New England (Australia), and many more.

For those ESL teachers interested in working within the public school system, the first online teaching credential has just been announced by Rio Salado College in Arizona. Apparently they have been able to work through one of the major stumbling blocks to making this a reality, the student teaching component. They guarantee that they will work with your local school district, regardless of location, to get a student teaching position for you. Because Arizona has reciprocity with 19 other states, this could get you a credential that is valid in twenty states.

Accreditation and Authorization

During the greater part of this century, degree mills have been a problem within academia. With the advent of the Internet, this problem has grown a thousand-fold. It is not just about choosing the best program. It is also about making sure that the program is accredited or authorized within its jurisdiction to offer degrees or to even be in business.

Make sure that whichever program you choose has the requisite approval status within that country. In the United States this would be regional accreditation, a non-governmental process. Many people do not know that a college or university can be licensed to operate by a state but still provide a degree that for most purposes is useless. The standard is regional accreditation; this is required by virtually every academic employer in the United States.

In most other countries universities are recognized by the government. Without that recognition, the schools are usually operating illegally. If you're not sure whether a university is operating legally, you can check with the *International Handbook of Universities* (a UNESCO publication), the *Commonwealth Universities Yearbook*, the World Education Series, published by PIER, or the *Countries Series*, published by NOOSR in Australia.

Acceptability

There are some people who will never accept your earning any kind of degree through distance learning. If you didn't earn it in exactly the same way as they did, then it is unacceptable. Finch readily admits that there is some discrimination toward distance degree holders but believes, as do others, that that will change. "The issue is not the validity of distance learning. The issue is the validity of any other form of learning for people who want to be educators," asserts Finch. Bear offers, "For a great many people, it [distance learning] is their last best hope of educational advancement." While distance learning may not be ideal for everyone, it may be all that is available. It then becomes a matter of caring what other people think or achieving your goal.

Print Resources

There are a number of books available that provide valuable information about distance learning. *Bears' Guide to the Best Education Degrees by Distance Learning* was recently published by Ten Speed Press (www.tenspeed.com). In the interest of full disclosure, I had the pleasure of co-authoring this book. That piece of information aside, it is the only book on the market that specifically targets distance learning opportunities for teachers and teachers-to-be (ESL and otherwise). It provides information on over 350 accredited distance learning degree and credential programs around the world.

For general information regarding other types of programs, several guides are recommended. *Bears' Guide to Earning Degrees by Distance Learning* has been around for twenty-five years and has sold 400,000 copies. Even more importantly, it provides information on hundreds of distance learning programs in many different fields. It also spends quite a bit of time on the schools that are poor choices.

Another good, general resource is *Marcie Thorson's Campus-Free College Degrees*, published by Careers Unlimited. Although it only focuses on programs within the United States (and there are many, many more programs outside the United States than in), she offers a very safe approach. All the programs mentioned are regionally-accredited and based in the United States. Few employers and universities will have problems with these schools. Particularly in TESOL, though, these are not necessarily the best programs.

In addition, *Peterson's Guide to Distance Learning Programs* is a reason-

able choice for general research. While a little more generic in nature, it provides information on many programs. One caveat is that it also lists some unaccredited programs. Such programs are of extremely minimal utility within education.

Web Resources

Although there are a number of websites dedicated to distance learning, there are only two worthwhile discussion group websites. The first is www.degreeinfo.com. Although it it quite new, it already has over 800 subscribers. Have any questions about distance learning? Post them there and a number of distance learning experts will be more than willing to answer your questions at length.

Another high-quality website is the About.com website for distance learning located at www.distance. about.com. Kristin Hirst, the guide, provides a vast amount of information as well as links to most everything in distance education.

Finally, Degree.Net, owned by Ten Speed Press (publishers of *Bears' Guides*), has a site that provides information about distance learning including programs and accreditation and publishes a column by Dr. Bear.

Earning a TESOL degree through distance learning is certainly not for everyone. There are many reasons why you might prefer a residential program. However, if you are like many of us and are no longer in a situation where it is easy or practical to pick up and move across the country or planet to earn a degree, then this may be a good choice for you.

Thomas Nixon is a regular columnist for ESL Magazine *and co-author of* Bears' Guide to the Best Education Degrees by Distance Learning *(Ten Speed Press, 2001—available from Amazon.com). Contact him at tnixon@cvip.net about distance learning or employment within ESL/EFL.*

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Joy Egbert's
Technology

Technology Wish List

Often when I'm planning a technology-enhanced lesson or working with my students in the computer lab, I'm mentally compiling a "wish list" of technologies that would make student learning more efficient or more effective. Some of the items on my list are fairly commonplace, others are on the cutting edge. They all have in common that they serve as tools to enrich learning by offering a broad definition of contexts for learning, enhancing opportunities for interaction, and providing more diverse access to language data. Here's a sample of some of the items on my list:

Hardware

▶**A Pocket PC or a Personal Digital Assistant (PDA) (for example, the Palm Pilot by Palm, Inc.) with a mini digital camera and keyboard.** Students can make professional photo dictionaries by taking photos and writing about objects wherever they go. They can capture in image and text all sorts of interesting things to talk about in class, use it for vocabulary exercises, do word processing, and more. Since it's compact, learners can even do assignments on the bus! This technology is especially appropriate for special education students who have memory loss problems. More ideas about using PDAs in language learning from the Kentucky Migrant Technology Project can be found on the Web at http://www.migrant.org/project_info/index.cfm?subject=pda&topic=classroom. This PDA setup costs from $400 U.S. from various vendors.

▶**Web Cams.** These little cameras, which sit on top of your computer and take still and video pictures, can be used for electronic conferencing using CUSeeME or Webmeeting software. Pictures taken with these cameras can also be sent with e-mail to explain a concept or introduce oneself, can be posted to the Web or used in presentations. The cameras run about $90 U.S. from companies like Logitech.

▶**Digital still and video cameras.** Portable digital cameras can perform many of the same activities as Web Cams, but since they are not connected to the computer they can be taken on field trips, to students' homes, and almost anywhere where there are opportunities to take photos. Great ideas for using a digital camera in the language classroom can be found at http://www.geocities.com/Athens/Olympus/7123/camera.html. Ideas include having students write an "all about me" book, create games, and advertise projects. These cameras go for $100 U.S. and up.

▶**iMac/VCR/iMovie.** After students have taken their digital videos, they can use Apple's iMovie software to create and edit their masterpieces easily. They can add sound and voiceovers and express their creativity in any number of ways. Examples and information can be found at http://www.apple.com/imovie/.

Software

An easy one—the whole Tom Snyder Productions (TSP) catalog. Most of the software can be used in a lab or the one-computer classroom. Each software package includes group collaborative activities, extra ideas and handouts, and a lot of content. I've used this software in language and mainstream classrooms, and it never fails to excite and motivate learners. Free online support activities, lessons, and demos make it easy to integrate these software packages into the curriculum, too. Every time I use a TSP program, I learn more about setting up optimal learning environments. See what I mean at http://www.tomsnyder.com.

Materials

All kinds of materials are available to be used with or in the computer. Although I can make some of them myself, I'd love to be able to stock up on T-shirt transfers, magnet sheets, banners, and greeting, post, note, and business card pre-perforated stock that I can use in my printer (from, for example, www.avery.com). These materials give learners the opportunity to make professional looking, spell-checked products that they can share, send, publish, post, and wear.

What's on your wish list, and what would you do with it? Let me know and I'll compile the answers for a future column.

Joy Egbert teaches ESL and technology at Washington State University and can be reached at jegbert@wsu.edu.

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Help for Rural and Small Urban ESL Programs

Managing ESL Programs in Rural and Small Urban Schools
Barney Bérubé, TESOL, 2000

With its balanced combination of theory and practice, *Managing ESL Programs in Rural and Small Urban Schools* should prove extremely useful to its target audience. The material is straightforward and carefully organized. Barney Bérubé's approach anticipates pitfalls and problems and provides thoughtful plans and solutions for thorny issues encountered daily by those who provide ESL services.

Not just new but also long-term ESL professionals will find significant, relevant, state-of-the-art practice detailed here. The coherent attention given to statutory requirements and legal issues in chapters two and three is especially commendable.

Staffing and developing ESL programs and policies are also discussed knowledgeably and effectively. Thoughtful initiatives and insights about the need for parent and community involvement in school programs appear in chapter six. Particularly strong and crucial chapters cover assessment issues (program evaluation and authentic, comprehensive student assessment) and implementing standards. ESL practitioners will find well-researched material and timely practical answers to address these current, inescapable education issues.

Chapter nine addresses professional resources and outlines specific, often free, resources that are available through state departments of education, professional and advocacy organizations, cyberspace and so on. Chapter ten, "A Postscript," contains useful appendices. In particular, Appendix A provides a sample Lau plan (named for the 1974 Supreme Court decision in Lau v. Nichols, which requires schools to meet the needs of LEP students). Bérubé underscores earlier that such a plan is at the "core of a comprehensive equal access program for LEP students" (59). A few more sample lesson plans would prove indispensable.

Each chapter ends with a "Summative Guidance" section that provides additional perspectives, answers relevant questions, and helps to strengthen the connections among the various topics and chapters. All chapters have a section entitled "Resources on the Web." The glossary is especially beneficial for new ESL teachers; the bibliography is current and broad in scope.

The author emphasizes throughout the text the importance of "equitable, quality education" for all ESL students and consistently provides guidance and expert advice to ensure that end. Due to increasing ESL populations virtually everywhere in the United States, this volume would be a welcome asset for every school district.

Dr. Dorothy Hopkins Schnare is associate professor in the Department of English and Theatre at Berea College in Berea, Kentucky. She has taught English abroad and currently teaches ESL. She is also the book review editor for the Kentucky TESOL newsletter.

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Objects as Subjects

Dear Richard: We're three people with conflicting opinions. Which is correct and why? —Thanks. Jessie McGuire

I gave my money to who needed it the most.
I gave my money to whom needed it the most.
I gave my money to whoever needed it the most.
I gave my money to whomever needed it the most.

Dear Jessie,
Forget whom. It doesn't work because who and whoever are followed by verbs which refer to them (somebody needed it the most), so they're the subjects of the embedded statement and you can't use the object form (whom). It would be like saying, "I gave the money to him. Him needed it the most." Good for Tarzan, perhaps, but not us!

Also, I gave the money to who needed it the most is nonstandard. Who should be preceded by an antecedent, e.g., I gave my money to Alex, who needed it the most.

Now here's the answer for our last "Food for Thought." Hollie Stillman of Chicago sent in this interpretation. Good going, Hollie! The question was: What's the difference between "a shórt stóp" and "a shórt stop," and why? (Accent marks represent stressed words.)

Hollie wrote: A shórt stóp means a stop for a little while, like during a bus trip. A shórt stop refers to a player on a baseball team. When both words have equal stress, the first word is like an adjective describing the second word. But when the first word is stressed over the second, it's a compound noun, creating a new word.

Almost all correct, Hollie! Other examples are: the whíte hóuse vs. the whíte house and a blúe bírd vs. a blúebird. By the way, when the two elements are written as one word, it's called a compound noun, but when they're written as two words, it's a noun adjunct.

And here's "Food for Thought" for this issue: What's the difference between He's working for his uncle and He works for his uncle, and why? Send your "Food for Thought" answers or other grammar questions by October 31st to ESLGrammarGuy@aol.com or Grammar Guy c/o ESL Magazine, 220 McKendree Ave., Annapolis, MD, 21401.

Richard Firsten is an ESL instructor, teacher trainer, and author specializing in grammar and methodology. He currently teaches at Lindsey Hopkins Technical Education Center in Miami, FL.

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MAXIMIZING CLASSROOM PARTICIPATION

Have you found, as I have, that only a few students actively participate in classroom discussions? My experience is borne out by the researchers. In college seminars, fifty percent of students provide only five percent of the contributions (Seale 1980). According to Karp and Yoels (1987), in classes of fewer than forty students, four to five students account for 75 percent of all interactions!

Yet, I don't want to make students uncomfortable by forcing them to participate. I agree with Timothy Green (2000) who says, "I vowed to myself that I would try never to put students 'on the spot' during classroom discussions.... I would call only on those students willing to give their opinions...." But most students are not talking.

As an EFL/ESL teacher I am especially concerned that students speak because through conversation, people make meaning (Nunan 1989). Shyness or lack of strategies on the student's part can explain much of their reluctance.

Shyness isn't permanent

Shyness refers to a pattern of reactions (self-consciousness, anxiety, and reticence) that almost everyone experiences at one time or another (Crozier and Garbert-Jones 1996). However, shyness is most likely evoked in novel situations, or when a person feels he or she is being evaluated. Classrooms are certainly a site of evaluation, and often the shy person "evaluates him or herself relative to other people" (Crozier and Garbert-Jones 1996). Thus two situations exacerbate a shy person's trepidation: speaking to lecturers /teachers and participating in seminars/class discussions. Students expressed the reason for their reservations as three-fold: they were uncomfortable being the focus of attention, they worried about saying the right thing, and they feared revealing their lack of intelligence or capability, especially in the second-language context.

In fact, shyness is correlated with low self-esteem and lack of confidence (Cheek quoted in Crozier and Garbert-Jones). Further, and with greatest implication for the classroom, "as [the students'] confidence increased their shyness diminished." In other words, shy students lose their reticence when they acquire confidence. Their shyness is not inherent in their personality, rather it is produced in the school setting.

Make the "rules of conduct" clear

As a teacher, then, I want to increase the confidence of the shy student. One easy but overlooked technique is simply to be clear with students about what behavior is expected. For example, I now tell the students whether I want them to raise their hands to speak or simply speak out. I tell them whether I welcome questions during presentations or not. I tell them how I want to be addressed: Mr./Ms., first name, "Professor", "Teacher", and so on. I also tell them when I am available for individual consultations. By giving the students such direct information, we can alleviate students' uncertainty of not knowing some of the basic "rules of conduct" of the classroom.

Teach discussion strategies

Shyness or reluctance to speak, especially for second-language students, can stem from their lack of strategies. Two recent studies have engaged in deliberate discussion skills training with a noticeable improvement in the quantity and quality of students' abilities (Bejarano et al 1997; Lam and Wong 2000). Lam and Wong identified three specific strategies crucial to group discussion: clarifying oneself, seeking clarification, and checking one's understanding of other people's messages. Students learned a series of useful phrases to check understanding and seek clarification:

Real-Life Problem Solving—A Classroom Discussion Method

This is a revised version of an activity called "Nuclear Problem Solving," introduced to me by Tamara Collins-Parks of San Diego State University. The first time we use Real-Life Problem Solving, I list the stages of the activity and time limits on the board. I then divide the students into groups of four to six. Five seems to be ideal.

1. State the problems; choose one. (5 minutes) Each student in the group talks about a real problem he or she is having concerning school, home, work, whatever. It should be recurring rather than an isolated event. It should concern the student directly, not someone else, and should not be a 'societal' problem unless it touches the student directly. After each member of the group states a problem, the group chooses one to focus on. The person whose problem it is becomes the "Problem-holder."

2. Analyze the problem. (5 minutes) Write the following analytical questions on an index card for the groups to use. The group asks the "Problem-holder" the following questions:

- Find the pattern behind the problem. Does it just happen with certain people? Does it happen to other people as well? Is it institutional?
- Analyze the motives and goals of the participants. What do/did you want? What do/did the other person(s) want? Were your desires in conflict? If so, why? What is the advantage to the other if he/she changes his/her behavior? What are the disadvantages?
- Get more information. How have you tried to solve the problem? How did the solutions work or not work?
- Use a metaphor. If this were a game, how would you score? What are the rules? What would you name the game? If this were a movie, what part would you play? The other(s)? What would be the turning point in the plot? How would it end?

3. Brainstorm solutions. (5 minutes) The "Problem-holder" is silent and takes notes. The group members brainstorm as many innovative solutions as possible, even wild solutions. Not every idea has to be original; elaboration and variations are encouraged.

4. Identify two solutions. (2 minutes) The "Problem-holder" reviews the notes taken during the brainstorming session and chooses two solutions that are worth exploring further.

5. Think the solutions through. (5 minutes) With the help of the group, the "Problem-holder" plans how to implement the two solutions. What steps are necessary? What people are involved? What additional help may be needed? Have a group member (not the "Problem-holder") take notes during this stage.

6. Identify a report-back date. (1 minute) The "Problem-holder" sets an actual date when he or she will report to the group what

"Do you mean that...?"
"So you're saying that...."
"Let me see if I understand you. You think that...."
"As I understand you, ..."
"Sorry, but I don't quite understand."
"Sorry, but I'm not with you."
"Could you say that again, please?"

Similarly, we can teach phrases to help students clarify themselves:

"What I mean is...."
"For example...."
"I mean that...."

Training students in compensation strategies such as how to paraphrase, use synonyms, and use cognates can help students in discussions get their meaning across (Rubin and Thompson 1994).

Researchers Bejarano et al (1997) also explicitly trained students in discussion strategies and found a significant decrease in non-interactive participation after training. They noted "a change in the quality of participation" such that students better responded and related to the issues raised during the discussion. Both sets of researchers thus confirm that overtly teaching skills helps the English language learner participate in class interactions.

Provide time for students to think

Marilyn Garber (1996), proposed a useful method to promote classroom participation although it is not intended specifically for ESL/EFL classrooms. When the students are in discussion, particularly about a topic of some controversy, she asks the students to stop and document what they believe has happened, to respond in writing to the points that they most disagreed with, or to state what they would propose to be the next step in the discussion. This would have the advantage, especially for the language learner, of giving him or her time to formulate ideas in the new language so that in the ensuing discussion, the student can be ready with some new contributions. It would also further assure that messages are being communicated clearly enough that other members understand them.

Let students "try out" their answers

We can support "reluctant speakers" by providing opportunities for those students to "try out" their answers, especially if their reluctance stems from fear of giving the wrong answer (Barton 1995). Group brainstorming, small group checking of answers and extra preparation time help students to clarify their ideas before speaking among the whole group.

Another technique, rather than calling upon the student who has his or her hand up first, is waiting longer for others to raise their hands as well. Calling on those students ensures that the student who formulates his or her answer first is not the only one who gets to speak. Teachers typically wait only one to two seconds for students to respond to a question. Rowe (quoted in Wilen 2001) found that when the average length of wait time is greater than a mere three seconds, the quantity and quality of students' responses improved dramatically.

Vary small groups within class

Adapting the ideas of Kagan (Green 2000) we can implement different group structures that alter the classroom dynamics. The following groupings make the large class situation less threatening.

- "Turn to your neighbor" means giving students time to discuss with a classmate.
- "Think-Pair-Share" works the same way, except here the students would then share with the whole group their pair discussion.
- "Think-Pair-Square-Share" adds a step before sharing with the whole group. The student pairs turn to another pair, and they discuss what they shared in their first pair.

These techniques are all quite typical of ESL classrooms.

Three less common techniques are also exciting to implement. "Inside-Outside Circles" puts the students into two concentric circles where the members of the two circles face each other. A question or situation is posed and the two students discuss it

happened. This commitment to the group makes the difference between a classroom activity and a real life-altering event. I make a chart of groups and their report-back dates and post it for future reference. The students may share with the class the nature of the problem and chosen solutions if they wish. Some choose to discuss it; others don't.

7. Follow up on the report-back date. (4 minutes) On the various report-back dates, four minutes of class time are given to that group during which they are exempt from other class activities. They usually leave the room, and the "Problem-holder" tells them what occurred. If no action was taken, they discuss what the obstacles were. They then brainstorm new solutions, think through two, and set a new report-back date.

Consequences

The joy of this activity is the student responses. "Oh, this is real." "I can really use this information." "I've really learned a lot from my classmates about how to solve my situation." Such feedback makes it worthwhile. A caution, however: The first stage (State the problems) often takes more than five minutes, actually closer to 15. Sometimes I've needed to direct the students' attention away from the general and onto the specific. For example, students discussed drug use in society but were re-directed into thinking about the issue's impact on their lives. This led to a student taking about how she dreaded the return of her uncle to the household after his having dropped out of another rehabilitation program.

Real Life Problem-solving can be integrated into various syllabus designs. For content-based instruction, learner's lives become the focus; for a functional syllabus, practice in brainstorming, supporting, advising, clarifying, agreeing and disagreeing is inherent; for a structural syllabus, students use first and second conditionals, modals, past, present and future. After the first implementation of the activity, the teacher becomes simply a time-keeper, allowing all interaction to occur among the group members. Collaboration is fostered by the growing satisfaction of addressing issues that matter in their lives and solving actual problems. Clearly, not all problems are readily solved. Not all solutions are within the purview of one individual. While no class of mine has yet undertaken collective action to redress pollution, wages disparities or child labor practices, such an outcome is possible! When people put their minds to identifying and addressing issues in their lives, the world changes.

for a certain length of time. Then, all members of the outside circle move one step to the right, members of the inside circle move one to the left. The new partners discuss the same question or situation again. This seems particularly useful for second language learners because they have the opportunity to articulate their responses multiple times. This allows them to organize their thoughts and language better with each retelling since the content is already formulated (just like repeated retellings of a joke or incident improves the narrative of the telling).

During "Line-Ups," students line up according to some criterion such as height, birthdate, or alphabetical order. "Fold" the line in half so that students are now looking at each other. The activity proceeds as in the "Inside-Outside Circles" where the question is posed and the students discuss it with successive partners.

Finally, "Value Lines" can be used when we want students to take a stand on an issue. I read a statement then each student stands on one side or another of the imaginary line. One side indicates agreement with the position; the other side represents disagreement. Then the students "turn to their neighbor" on their same side of the line and discuss their opinions. Afterwards, each pair speaks with a pair from the other side of the line, and they share their opinions. Students are exposed to a wide variety of opinions where they first have the opportunity to reinforce their own position then explain it to another.

Use good questions

It's possible that these techniques won't work if we don't ask good questions. Poor questions are "vague, run-on, intimidating, nonsequential, lack direction, and are intended exclusively for recall of factual information" (Wilen 1990). Good questions are "brief, naturally phrased, adapted to the level of students...and sequenced to achieve objectives." Questions formulated to guide discussion are "authentic in that they call for new information rather than recalled knowledge from students" (Gamoran and Nystrand in Wilen 1990). Wilen also notes that fewer questions at higher cognitive levels produce more from a discussion. Teachers should demonstrate the relationship with different types of questions and answers, including using action verbs such as identify, compare, conclude, predict, and judge to correspond to different kinds of tasks. Student discussions then become more focused.

Students learn by discussing things, just as we all do. Talking helps us to clarify our thoughts. We create meaning, knowledge and relationships when we speak (Barton 1995). We must provide this opportunity to our students. To be effective, we should create an environment where we minimize the intimidating factors of the classroom and maximize the opportunity to practice good strategies.

Karen Englander is an ESL instructor with the Autonomous University of Baja California in Ensenada, Mexico.

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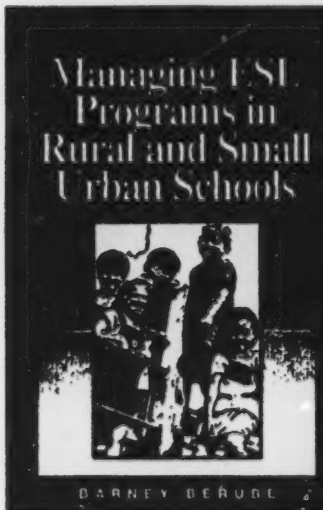

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Thomas Nixon's

Employment Focus

The Value of Volunteering

Volunteer opportunities abound within ESL. When we think of volunteerism, most of us think of the Peace Corps, but there are many other options. So why volunteer? In case you haven't noticed, employment opportunities in teaching ESL are somewhat limited, but employers still expect you to have experience. Crazy Catch-22, isn't it?

I know it may be a bit presumptuous for me to say, "Okay, you've just invested thousands of dollars in a graduate program; now go out and invest that education by volunteering!" However, look around you. Many people who now teach ESL/EFL full-time started out by doing (or are currently doing) some form of volunteer work. While some chose the Peace Corps, there are other possibilities. Below you will find brief descriptions of a number of programs available today.

AmeriCorps (www.americorps.org) is often touted as the domestic Peace Corps. AmeriCorps offers programs and seeks volunteers in a number of areas including education, public safety, the environment and other human needs. AmeriCorps has two programs: VISTA and National Civilian Community Corps (NCCC). VISTA is the 35-year-old organization open to volunteers of all ages that works to eradicate poverty. NCCC is a program for 18- to 24-year-olds. By participating, you can receive educational awards that can either help pay for college or help pay off student loans. Both programs offer some opportunities related to ESL.

Another possibility would be Laubach Literacy International (www.laubach.org). Although ostensibly focused on first language literacy, many of their local organizations focus on second language learners as well. With the soon-to-be-completed merger with Literacy Volunteers of America, there are plenty of opportunities for involvement. The advantage to this type of volunteerism is that you serve in your local community while you retain your day job. There are also opportunities to become trainers of the volunteers.

Jesuit Volunteers Corps (www.jesuitvolunteers.org), a faith-based organization, provides many different placements for their volunteers. It is now the largest Catholic lay volunteer program in the United States. There are positions in ESL, literacy education, Catholic school education, refugee resettlement, and immigration, as well as a host of others. These positions are available both here and abroad.

In the next issue, I will showcase additional volunteer opportunities. Here's your chance to get your favorite organization in print. Send me an e-mail about your organization at the address below. The one caveat is that some of the volunteer positions available from that organization must be in ESL.

Tom is the co-author of Bears' Guide to the Best Education Degrees by Distance Learning *(Ten Speed Press). He can be reached at tnixon@cvip.net.*

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English Language Teaching in Greece

BY MISTY ADONIOU

Prior to World War II, French was the dominant foreign language in Greece. However, Anglo-American support after the war, aimed at helping the country back on its feet, led to a changing of the guard with English becoming the premier foreign language. Greece's ties with English have continued to strengthen in recent decades because of the nation's entry to the European Union (EU), its aspiration to become a full participant in the global economy, a heavy reliance on the tourism industry and the role of English as a global *lingua franca*. Today English is regarded as an essential skill, and teaching English is a major industry in Greece that employs tens of thousands, from public schools and private language centers to publishing houses that feed the English language teaching market.

Unlike other European Union countries, Greece is apparently less concerned with any possible negative impact the English language might be having upon the maintenance and development of the mother tongue. English is evident in all aspects of everyday life in Greece. TV advertising, billboards and product labeling are increasingly produced in English. Cinema and TV imports are not dubbed into Greek but are subtitled. As a result, most entertainment is screened in its original language, with the most popular American drama and comedy series and all new movie releases being screened in English.

There are two separate and distinct English language education systems operating concurrently in Greece. One is public, the other is private. Most students in Greece receive English instruction in both systems, in the public schools during the day and in privately owned foreign language centers in the afternoons and evenings.

The Government School System

English is a compulsory subject in the public schools and is taught from the fourth year of elementary school through to the final year of high school, nine years in all. Although English is compulsory, a student's grade in English is not included in calculations for the High School Leaving Certificate, which also provides the aggregate scores for university entrance. When a student has fourteen compulsory subjects in the last two years of high school, and one of them (English) doesn't count towards university entrance, students treat it fairly lightly at school. As a result, senior high school students are often poorly motivated to achieve in English, and the consequent discipline problems deflate teacher morale. The quasi-status of English in the senior high school undermines the English teacher's status in the staff room, with parents and with students.

However, there is a strong push from state school teachers' unions to include English in the aggregate scores for university entrance, particularly given the growing importance of competence in English in the workplace and for study and given current European Union directives for the inclusion of at least two foreign languages in studies for the Leaving Certificate in European Union countries.

The Teachers

Classes are taught by teachers who are English literature graduates from the government universities. English language teaching methodology is an optional component in the final year of their degree studies, and there are no teaching practicums. It is fair to say that the majority of public school teachers enter the classroom less prepared for the task than they would like. Athens University recognizes the limitations of the courses and is actively pursuing solutions, but funding teaching practicums is a major obstacle.

The Students

To varying degrees most students in Greek public schools are also attending private English lessons; some have private, one-on-one lessons. Some will have started as young as three years old; others will have just begun their supplementary private lessons. For the public school English teacher, the result is mixed ability groups of nightmare proportions, with some students complete beginners and others proficient users. Although there is rudimentary streaming (grouping by ability level) in junior high school into "basic" and "advanced," there is none in elementary or senior high school. Class sizes of around 30 make the job all the more challenging.

The Classroom and Syllabus

In Greek high schools the students stay in a homeroom and subject teachers move between classes. This means the English teacher doesn't have the opportunity to construct an English language environment in which to teach—there are no English language visual aids, posters, word charts, libraries or listening posts. Up until 1999 English was taught from a government textbook published by the Pedagogical Institute, the research and curriculum arm of the Department of Education. However, for the past two years teachers have been given a list of commercial textbooks,

ed. 154

approved by the Institute, from which to choose. This choice in material has been much appreciated by teachers who have been able to choose materials that are better suited to their particular students and their own teaching styles.

Inservice Support

Teachers are supported by public school advisors, whose job is to provide professional support and advice. With 7,500 public school English language teachers scattered all over the country, the task for the dozen EFL school advisors covering all of Greece is very great. They organize seminars in their geographic regions and circulate news bulletins to inform teachers of professional development events around the country (e.g., those organized by TESOL Greece) and to provide them with departmental information (e.g., the lists of recommended course books.) There is an inservice center for all public school teachers, and newly appointed English teachers receive intensive training in aspects of classroom teaching prior to their entry into the classroom. This is then followed up by another intensive inservice course at the end of their first year in the classroom, giving them the opportunity to reflect upon and share their experiences over their first year in the EFL classroom.

PEKADE is the association of Public School Teachers of English. It acts primarily as an advocate for the teachers, representing them on committees in the Department of Education dealing with issues related to English language teaching in public schools. They have a strong voice in the Department of Education and have been instrumental in many of the positive changes that have occurred in English language instruction in the public schools of Greece, for example, the introduction of streaming in the first years of high school.

Private English Language Education

The common perception in the community is that English instruction in the public school system is inadequate, and a flourishing industry in private English instruction exists to provide the service that parents and students feel is lacking in the public school. Largely unregulated, this industry runs the gamut from highly reputable institutions staffed by qualified professionals to backroom classrooms run by unqualified practitioners. All teach English to students after school hours in "foreign language centers" that dot neighborhoods and villages all over Greece, 8,000 in all. Most centers are small, privately owned businesses, often with no more than two or three teachers. Teaching hours are between three and ten in the evening.

The Teachers

Many of the teachers in this parallel private system are more highly specialized than those in the government school system, with post graduate degrees in teaching English to speakers of other languages. Many others, however, are desperately underqualified due to a long-standing anomaly in Greek law, which grants English teaching licenses for private foreign language centers to Greek high school graduates who hold a proficiency certificate issued by either the Michigan or Cambridge examination syndicates. In accordance with this regulation, anyone with a Michigan proficiency certificate can own and teach in a private foreign language center—and often does.

The Students

Students usually begin attending the foreign language centers in the third year of elementary school. However, in a trend reflected worldwide, students are beginning English language instruction at a younger age. It may be that this trend in Greece, as much as in any other place in the world, is based on commercial motives rather than pedagogical principles. Fiercely competitive, some of the private centers offer free English lessons to preschoolers in an attempt to secure future clientele.

The Classroom and the Syllabus

There is enormous competition between the language centers, with even the smallest village supporting more than one. Market forces help keep classes small (usually between six and fourteen students) and the classrooms are usually modern and well equipped with audiovisual equipment as well as computers.

Foreign language centers are essentially examination-oriented. Few, if any, have a school-based syllabus. Instead they rely on textbooks geared to preparing students for the Cambridge First Certificate in English (FCE) and Certificate of Proficiency in English (CPE) exams and the Michigan Examination for the Certificate of Competency in English (ECCE) and the Examination for the Certificate of Proficiency in English (ECPE). It is the foreign language center's ability to prepare students for these commercial language exams with their high value and recognition in the community (something the public schools are unable to do) that earns their teachers status in the community, respect from parents and students and ensures high enrollments.

Inservice Support

For more than 20 years, the Panhellenic Association of Language School

English in the Greek Public School System

Grade	Hours per week of English
Elementary school	
Grade 4	3 hours
Grade 5	3 hours
Grade 6	3 hours
Junior high school	
Grade 1	3 hours
Grade 2	2 hours
Grade 3	2 hours
Senior High school	
Grade 1	3 hours
Grade 2	2 hours
Grade 3	2 hours

Private Teaching Licenses

The granting of private teaching licenses to proficiency holders, a source of many of the problems facing English language teaching in Greece, has historic roots that are proving difficult to overturn. In 1940, with teachers of languages in short supply, a ministerial decree allowed anyone who could prove a knowledge of a foreign language to be granted a "knowledge" certificate that gave them license to teach. In 1952, as Greece emerged from a devastating civil war, the Greek government petitioned foreign governments for help across all sectors. Cambridge University and then the University of Michigan were in the right place at the right time and bilateral agreements were signed, giving them exclusive rights to provide the English exams that would serve as proof of language knowledge and lead to the issuing of teaching licenses. They maintain these exclusive rights today.

Owners (PALSO) in Greece has been a powerful syndicate representing the interests of thousands of private foreign language centers all over Greece. Their support is primarily legal and administrative and they have strong advocates in the government.

For professional support there are numerous private teacher training centers in Greece that offer short courses on topics of interest to the private language schools, from English teaching methodology courses to weekend seminars on exam preparation techniques.

English and Tertiary Education

English is a popular choice in Greek universities. However, there are few courses available, limited mostly to English literature degrees with optional translation components. Athens University has the largest English department and accepts approximately 300 students each year. This is a tiny proportion of those who apply. Indeed, Greek universities can't cope with the demand for places, and each year a large number of students head for universities in the United Kingdom and the United States. Greece tops the list of overseas students in the United Kingdom with nearly 28,000 Greek students in further and higher education there in the 1998-1999 academic year. Consequently the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL) are both popular in Greece as students seek admission overseas.

The scarcity of graduate places in Greek universities is even more chronic than undergraduate places. There is one M.A. TESOL in Greece that is recognized by the Greek government. It is offered at the relatively new Greek Open University—a government-sponsored distance learning institution that has received much praise for its working concept and has proved extremely popular with students.

Major Challenges Remaining

While there has been progress in many areas of English language education in Greece, there are still many challenges for English language teachers:

1. The importance placed on the Michigan and Cambridge proficiency exams leads to a paper chase rather than a pursuit of communicative language competence. Over 150,000 candidates sit the Cambridge exams in Greece each year—the largest single candidature in the world.

2. The recognition of the Cambridge and Michigan proficiency exams as teaching qualifications devalues the profession but also results in poor performances from students who are being taught by unqualified teachers. Greek pass rates in international exams are dramatically lower than any other country in the world, at around about 35% for the proficiency exams.

3. Teachers rely heavily on commercial textbooks as the syllabus for English courses. There are few, if any, institutions preparing school-based curricula. There are no standards documents or other national guidelines for curriculum development within EFL.

4. There are close to 80,000 children of immigrants enrolled in Greek state schools, mostly from poorer neighboring countries. There are no programs to nurture or maintain mother tongues, and they are studying compulsory English at school. Teachers face the challenge of teaching English to students via an imperfect second language (Greek) on the foundations of a crumbling first language.

Opportunities for Teachers in Greece

While the public school system and universities remain off limits to most foreign teachers, there are numerous job opportunities in the private sector. However, the field of job opportunities in Greece is narrow and flat, essentially limited to classroom teaching with few opportunities for career advancement. Non-EU citizens will find it very difficult to find work. In theory, non-EU teachers can find an employer to sponsor them for a work permit, but in practice employers are very reluctant to do so, as it's much simpler for them to find an EU national. Americans who have Greek or other EU ancestry may be able to get a Greek or EU passport, but men of Greek ancestry must remember the obligation to do military service.

Support for all Teachers of English in Greece

TESOL Greece has been established for 23 years and is an active teachers' association that welcomes large numbers of English teachers to its ranks each year, supporting them with seminars and workshops and providing a social and information network through which members learn more about English language teaching in Greece. Open to all public and private sectors teachers, TESOL Greece plays an important role in providing professional development for English language teachers in Greece. With special interest groups in computer-assisted language learning, English for academic purposes/English for special purposes, young learners, school management and multicultural EFL, TESOL Greece organizes a professional development event each month, traveling around the country to meet the needs of teachers all over Greece. A two-day convention is organized each year with six plenaries from top international speakers as well as over 70 workshops from quality international and local speakers. The 2002 convention will be held on March 9th and 10th in Athens. More information and the Call for Papers can be found on the TESOL Greece website. www.tesol-greece.com

Misty Adoniou is an EFL teacher and teacher trainer from Australia. She has lived in Greece for five years and is the current chairperson of TESOL Greece. She has three children in the Greek public school system. She may be reached at misty@hol.gr.

American and British Universities in Greece

There are a number of off-shore campuses of American and British universities in Greece, but the Greek government does not recognize degrees from these private universities, in accordance with a constitutional directive that tertiary education in Greece should be free. Nevertheless, enrollment in these English-medium tertiary institutions is high as their graduates are highly regarded by private enterprise in Greece, and their degrees are recognized anywhere else in the world. These universities (of which La Verne and Indianapolis are the largest) are able to employ professors from overseas without having to fulfill Greek government regulations regarding overseas qualifications. In order to teach in Greek state organizations, teachers who have completed degrees overseas may apply to have their degrees recognized by the Greek authorities, a process that takes approximately two years. They are then usually required to complete some supplementary courses in Greek language and history before being considered for appointment to the government education system including universities.

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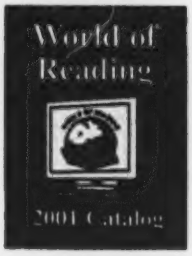

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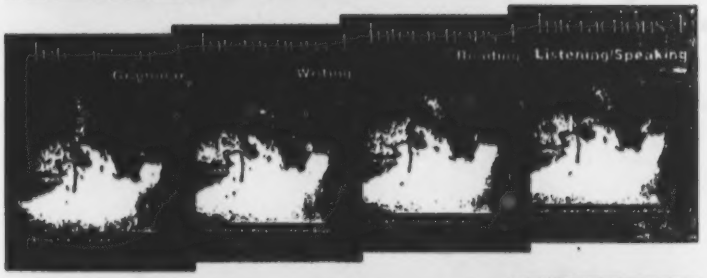

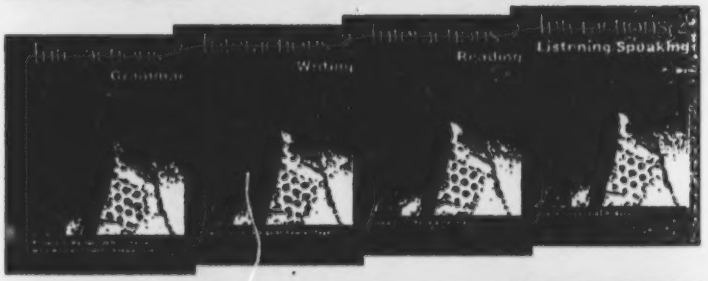

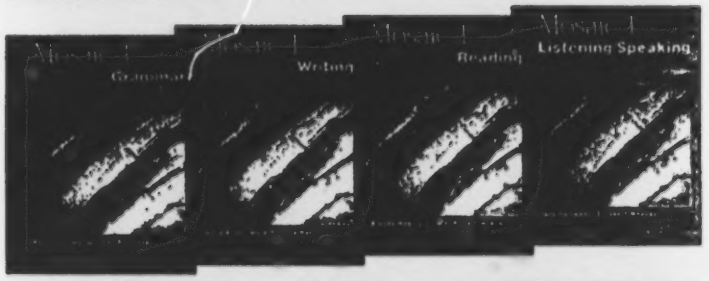

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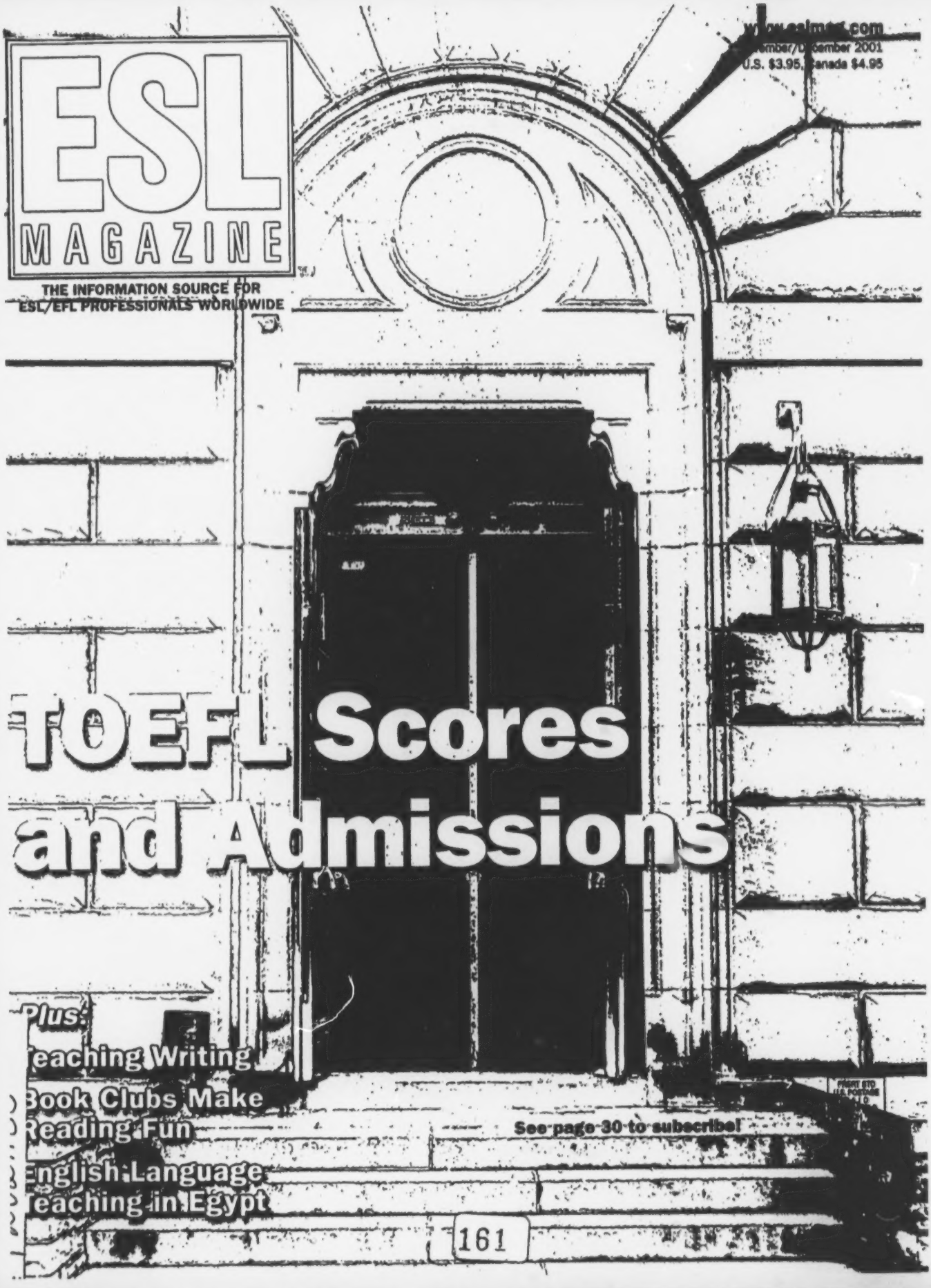
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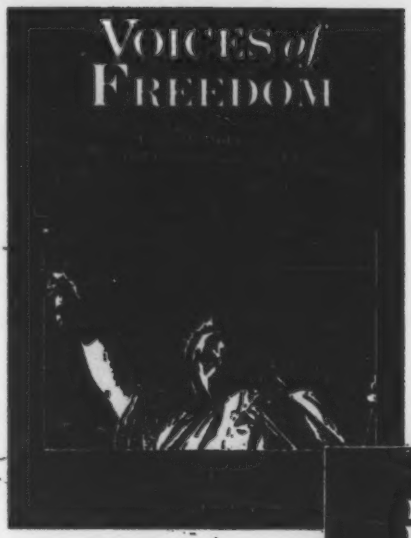

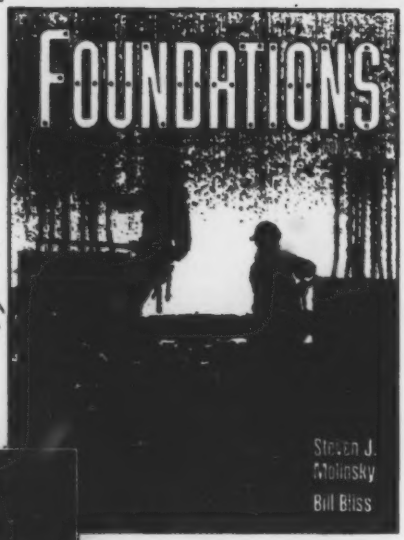

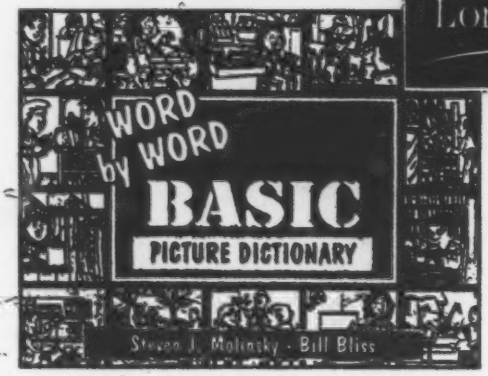

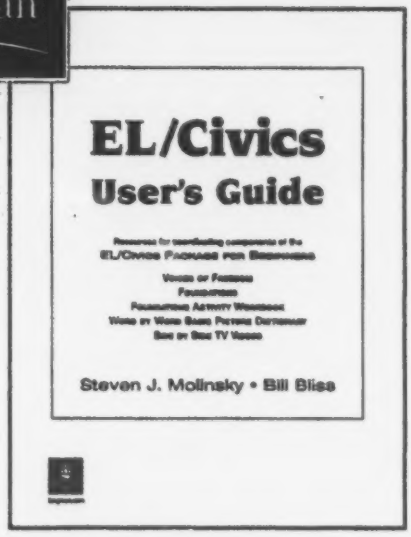

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Nov./Dec. 2001
Vol. 4, No. 6

FEATURES

TOEFL Scores and Admissions: Using TOEFL Scores Ethically
by Raymond S. Tasker 10

Teaching the Complex Task of Writing
by Tim Caudery 16

Books Clubs Make Reading Fun for Adults
by Barbara Casey and Jennifer Quinn Williams 22

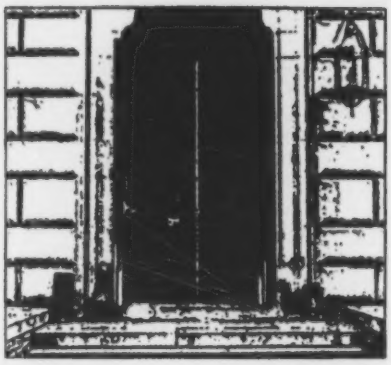
English Language Teaching in Egypt
by Doaa Abdul Monem, Wael El-Sokkary, Carol Haddaway, and Beverly Bickel 26

DEPARTMENTS

Editor's Note....4
Letters to the Editor....5
News Briefs....6
Conference Calendar....7
Reviews....20
Catalog Showcase....30

COLUMNS

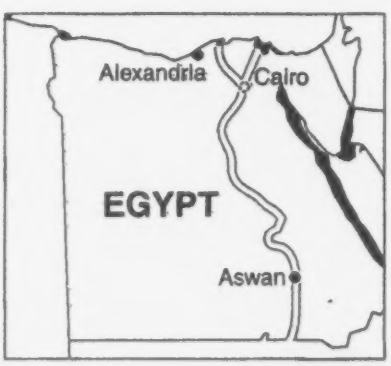
Christine Meloni's Networthy....8
Joy Egbert's Technology....14
Richard Firsten, The Grammar Guy....21
Thomas Nixon's Employment Focus....29



Page 10

Page 16

Page 22



Page 26

Who's Reading *ESL Magazine*?

Emily Lites
Academic Director for American Business English Internet School, specializing in online business English courses and the Certificate in Teaching Business English (CTBE)
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The Ethics of Using TOEFL Scores

The Test of English as a Foreign Language (TOEFL) is given all over the world each year, and thousands of students depend on getting a good score to pursue their dreams. Thousands of institutions in the United States and Canada depend on the TOEFL to help them decide who's ready for post-secondary study in an English-speaking environment. That's a lot of people placing a lot of faith in a test. Raymond S. Tasker takes a closer look at the TOEFL and gives advice on using TOEFL scores for admissions decisions.

Some people write easily; others find it quite challenging, even in their first language. Try it in a new language, and you have quite a task on your hands. Now try teaching others to write in a new language, and you have a complex job, indeed. Take heart because Tim Caudery has lots of good background information and helpful hints for the complicated task of teaching writing to English language learners.

Barbara Casey and Jennifer Quinn Williams teach adult ESL students who won't stop talking and laughing in class. No, this isn't a discipline problem—it's a book club! Their students are reading for pleasure, sharing the experience with each other and learning lots. This article tells you everything you need to know to start your own book club with your students.

Like their counterparts worldwide, Egyptian teachers of English are advancing the profession of teaching English by pursuing excellence in many ways. English is being taught in more grades; improved textbooks and more communicative methods are being used; and teacher preparation programs are expanding.

All the best!

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

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Subscription Information
Introductory rate: 1 year, 6 issues, U.S.: $16.95, Canada/Mexico: $24.95, outside North America: $34.95. All prices in U.S. $ and must be paid in U.S. funds. To subscribe, fill out subscription form on page 29 (photocopy additional forms if necessary) and mail with payment to: *ESL Magazine*, 220 McKendree Avenue, Annapolis, MD 21401. Or fax subscription form with credit card information to 410-990-9052. Please call 410-570-0746 for all other inquiries.

ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@cs.com
www.eslmag.com

ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.
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201 164

Write Us! *Send letters to eslmagazine@cs.com or ESL Magazine, 220 McKendree Ave., Annapolis, MD 21401. Include your name and position or address.*

Salary Survey

▷ Being an American EFL teacher in Italy makes it quite difficult for me to keep up with what's happening in the States in our profession. I look to *ESL Magazine* to keep me informed and close to home. I enjoyed the article in the Sept./Oct. issue "What are we worth." It was very interesting and thorough, and also gave me some important information to consider when one day I'll be back on American soil. Though one must consider the cost of living and other factors, I found the figures to be surprising, especially in New Jersey (I'm from the Garden State). Teachers (in general) in Italy really earn a pittance not to mention how we are seen in the eyes of other professionals, so I was overjoyed to hear that teachers are constantly striving to become better qualified and to be recognized as professionals. Thanks for the article. Now how about some articles on how to get a job?

—ANDREA YOSON
Milan, Italy

English in Greece

▷ Congratulations for the excellent article in the recent *ESL Magazine*. It was helpful and very enlightening. Things have really changed since I taught English at the American Farm School in Thessaloniki under the auspices of the Fulbright program. I live in Samos many months of the year and hope to be able to attend one of your TESOL meetings whenever you have one. Best wishes and *kalo himona*.

—TOM THOMAS
Evanston, IL

AUTHOR'S NOTE: Kalo Himona is one of the most curious seasonal greetings in Greece. It means, literally, "Good Winter" and I guess is a carry-over from the times when you died of cold and crops failed in a bad winter! The most curious thing is that they start saying it when school goes back in mid-September when the temperatures are still in the 90's! —Misty Adoniou

Book Review

▷ I am the ESL coordinator for a small school district in Beaver Dam, Wisconsin. I am the first full-time coordinator this district has ever had, and I am responsible for developing this program. I read a book review in your magazine for the book *Managing ESL Programs in Rural and Small Urban Schools*. I am very interested in buying this book through the school district, but I need information on where I could purchase this book. Could you please e-mail me any contact information you have, an e-mail address or telephone number, etc. Thank you very much for your help! I thoroughly enjoy your magazine and find it very helpful! Keep up the good work!

—KIMBERLY MEYER
Beaver Dam Unified School District, WI

The book is from TESOL Publications and can be ordered at 1-888-891-0041.

CORRECTION: In the September/October 2001 issue of ESL Magazine, *the byline for "Maximizing Classroom Participation" was omitted. The article was written by Karen Englander, an ESL instructor with the Autonomous University of Baja California in Ensenada, Mexico.*

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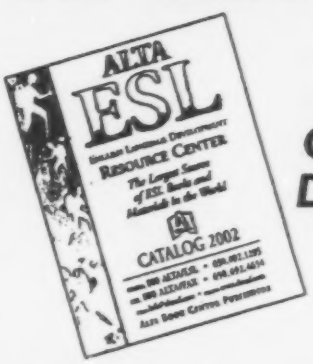

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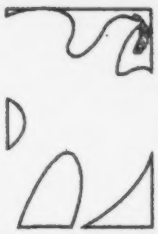
U.S. Students Reach Out to Students in Muslim Nations



There has been a strong and growing response to President Bush's call for schools and students to take part in the new Friendship Through Education initiative to promote communication between U.S. students and students in predominantly Muslim countries. Since the initiative was announced on October 25, 2001, the Friendship website has received more than half a million hits from visitors from almost every state in the U.S. and nearly 80 countries, and an estimated 350 schools in the U.S. are in the process of establishing relationships with schools throughout the world. Schools in Northern Virginia, Washington, D.C. and New York City, communities most directly affected by the September 11 terrorist attacks, were the first to participate in this program. They have established relationships with schools in Bahrain, Pakistan and Egypt. Students in these schools been exchanging e-mails. Other schools are creating Web pages to build community between their partner schools, and some are making friendship quilts to exchange. An elementary school in Pennsylvania started a mail exchange with students in Kuwait; a high school in Minnesota raised more than $1,500 during a telethon for the Fund for Afghan Children, which President Bush announced recently. A middle school in New York held a bake sale and sent the proceeds to the fund.

Friendship Through Education is a consortium of international organizations bridging cultures and broadening understanding among children. It facilitates expanded student and teacher exchanges among countries and continues to identify appropriate friendship schools in Islamic nations, helps provide secure Internet-based communications, assists with translations and facilitates classroom projects. The consortium includes iEARN-USA, People to People International, The UN's Cyberschoolbus, ePals Classroom Exchange, Global SchoolNet Foundation, NetAid, Schools Online, Sister Cities International, US Fund for UNICEF, and the Paul D. Coverdell World Wise Schools Program of the Peace Corps. Visit www.friendshipthrougheducation.org.

New Educational Resources at the Department of Education

The Federal Resources for Educational Excellence (FREE) website has sixteen new resources in arts, health, language arts, science, and social studies. FREE helps teachers, parents, students, and others find teaching and learning resources from more than 40 federal organizations. http://www.ed.gov/free/.

A new resource under language arts is "Reading Planet," an online resource to help families and children explore the world of books. It includes an annotated list of 1,000 children's books that can be browsed by age group, author, or category (e.g., popular, classic, award winning). Children can post reviews of their favorite books and read reviews by others. The site also provides learning activities, articles for adults, and interviews with authors. http://www.rifreadingplanet.org/rif/.

ESL Students and Teachers in the U.S.

ESL Magazine recently conducted a survey to determine the number of students learning English in the U.S. and the number of ESL/bilingual/sheltered instruction teachers serving these students. Representatives from each state at the K-12, college/university and adult levels were asked to estimate for their state the number of English language learners and teachers, both full-time and part-time. The data do not include private institutions or volunteer teachers.

STATE	STUDENTS	TEACHERS
Alabama	10,662	195
Alaska	20,973	197
Arizona	30,532	5,482
Arkansas	15,133	92
California	1,929,808	135,632
Colorado	70,055	2,133
Connecticut	32,687	692
Delaware	5,474	183
District of Columbia	8,081	288
Florida	465,718	39,806
Georgia	60,641	1,109
Hawaii	16,823	614
Idaho	20,533	173
Illinois	216,302	2,578
Indiana	21,334	1,329
Iowa	15,149	317
Kansas	24,229	1,101
Kentucky	11,574	195
Louisiana	29,697	222
Maine	4,439	185
Maryland	35,425	1,326
Massachusetts	60,152	1,296
Michigan	70,647	683
Minnesota	77,673	1,117
Mississippi	7,015	368
Missouri	22,798	377
Montana	6,305	71
Nebraska	26,354	430
Nevada	53,446	1,361
New Hampshire	5,212	217
New Jersey	89,463	2,793
New Mexico	82,910	1,882
New York	247,516	6,458
North Carolina	81,593	1,129
North Dakota	8,847	98
Ohio	28,826	589
Oklahoma	44,388	383
Oregon	83,493	1,085
Pennsylvania	43,992	1,312
Rhode Island	13,888	409
South Carolina	14,133	290
South Dakota	6,795	47
Tennessee	6,560	433
Texas	666,781	20,846
Utah	49,806	2,136
Vermont	1,643	65
Virginia	48,322	679
Washington	118,281	3,856
West Virginia	1,903	136
Wisconsin	54,684	1,911
Wyoming	2,907	25
	5,071,602	246,331

Total ESL Students: 5.1 MILLION

Total ESL Teachers: 246,331 THOUSAND

TESOL 166

NAFSA Releases Data on International Student Spending

In November, NAFSA: Association of International Educators released the latest data on tuition and living-expense spending by international students and their dependents in the United States. The data include enrollment figures and tuition and living-expense spending by international students and their dependents at major higher-education institutions in each state, Puerto Rico, Guam and the Virgin Islands. NAFSA estimates that international students and their dependents contributed more than $11 billion to the U.S. economy during the 2000-2001 academic year.

During the 2000-2001 academic year, 547,867 international students studied in the United States, comprising 3.8 percent of total enrollment in U.S. colleges and universities. The United States remains the leading destination for international students. The top ten countries of origin of international students in the United States were (in descending order): China, India, Japan, Republic of Korea, Taiwan, Canada, Indonesia, Thailand, Turkey, and Mexico. California and New York led the nation in numbers of international students, with 74,281 and 58,286 respectively. Texas was third with 37,735 students. Nearly three-quarters of international students in the United States were self sponsored or fully funded by overseas sources. Figures for the 2000-2001 academic year are available on NAFSA's website at: http://www.nafsa.org/content/PublicPolicy/Dataon InternationalEducation/data.htm.

New Online ERIC Digests

Several new ERIC Digests of interest to ESL/EFL teachers are available online at http://www.cal.org/. "Integrated Skills in the ESL/EFL Classroom" by Rebecca Oxford of the University of Maryland appeared originally in *ESL Magazine*, January/February 2001. "Teaching About Dialects" by Kirk Hazen of West Virginia University is another new digest available online.

TESOL, NAFSA Drop Formal Opposition to CIPRIS

Following the terrorist attacks on the United States on September 11, the association of Teachers of English to Speakers of Other Languages (TESOL, Inc.) and NAFSA: Association of International Educators have changed their positions regarding the proposed foreign student tracking system being directed by the Immigration and Naturalization Service (INS) in partnership with the U.S. Department of State and the U.S. Department of Education. Formerly known as the Coordinated Interagency Partnership Regulating International Students (CIPRIS) and now named the Student and Exchange Visitor Program (SEVP), the proposed tracking system has been criticized by TESOL, NAFSA and other groups who are concerned that the program would erect unnecessary logistical, technical and financial barriers for international students seeking to come to the United States. Although TESOL and NAFSA both no longer formally oppose CIPRIS, both organizations have stated their hope that increased security does not exclude students and scholars who want to come to the United States for legitimate reasons.

SEVP

Web-Based English Instruction for Pakistan and Egypt

LessonCenter.com, an division of Delex Systems, a deliverer of Web-based instruction, has agreed with Distance Learning, Inc. (DLI) to feature DLI's ESL courseware in Pakistan and Egypt. The Web-delivered courseware will be made available to students via the co-developed e-learning portal http://delex.dli.com.The portal will offer three levels of general English, an executive English course, games, message boards, chat rooms, pen pal opportunities, and slang and business idiom modules.

Conference Calendar

November

- 2-3 **Washington Association for the Education of Speakers of Other Languages (WAESOL)**, Ellensburg, WA. Contact Rebecca Cooper, rcooper@nwinet.com
- 2-3 **English Teachers Association of Switzerland (ETAS)**, Buelach ZH, Switzerland. Contact admin@e-tes.ch.
- 3 **Maryland TESOL**, Arnold, MD. Contact Elizabeth Holden, 301-386-7559.
- 3-4 **TexTESOL III**, Austin, TX. Contact David Schwarzer, 512-471-4078.
- 10 **Indiana TESOL**, Indianapolis, IN. Contact Ahmar Mahboob, 812-855-6457.
- 15-18 **National Council of Teachers of English (NCTE)**, Baltimore, MD. Contact 217-328-3870.
- 16-17 **Puerto Rico TESOL**, San Juan, PR. Contact Marta Pabellon, 787-774-9821.
- 16-18 **English Teachers' Association-Republic of China**, Taipei, Taiwan. Contact Leung Yiu-Nam, ynleung@mx.nthu.edu.tw.
- 16-17 **TESOL France**, Paris, France. Contact Marie-Pierre Beaulieu, mariannl@wanadoo.fr.
- 22-25 **Japan Association for Language Teaching (JALT)**, Kitakyushu, Japan. Contact David McMurray, jalt@gol.com.
- 22-24 **TESL Ontario**, Toronto, Canada. Contact TESL Ontario, office@teslontario.org.
- 29-December 2 **National Multicultural Institute**, Washington, DC. Contact David Chang, 202-483-0700 x223.
- 30-December 1 **TESOL-Italy**, Rome, Italy. Contact Paolo Coppari, c.paolo@thunder.it.

December

- 7-8 **Kentucky Department of Education and Kentucky Department for Adult Education and Literacy**, Louisville, KY. Contact Annie French, 502-564-7056.

January 2002

- 3-6 **Linguistic Society of America**, San Francisco, CA. Contact Margaret Reynolds, 202-835-1714.
- 23-25 **Asociacion Costarricense de Profesores de Ingles**, San Jose, Costa Rica. Contact Elieth Matamoros, elieth-m@hotmail.com
- 24-26 **Educational Computer Conferences, Inc. and the International Reading Association**, San Francisco, CA. Contact Diane Frost, 888-594-1249.

February

- 11 **TESL Manitoba**, Manitoba, Canada. Contact Tony Tavares, 204-945-6879.
- 21-23 **BC TEAL**, Vancouver, BC, Canada. Contact Alison McBride, bcteal@vcn.bc.ca.

March

- 2 **Hawai'i TESOL**, Honolulu, HI. Contact Patricia Reiss, reiss@flex.com.
- 14-17 **California TESOL**, San Francisco, CA. Contact Kathy Sherak, 415-338-7382.
- 19-23 **National Association for Bilingual Education (NABE)**, Philadelphia, PA. Contact 202-898-1829.

April

- 6-9 **American Association of Applied Linguistics (AAAL)**, Salt Lake City, UT. Contact 612-953-0805.
- 6-11 **National Migrant Education Conference**, St. Louis, MO. Contact 608-266-2690.
- 9-13 **Teachers of English to Speakers of Other Languages, Inc. (TESOL)**, Salt Lake City, UT. Contact 703-836-0774.

ED 167

Christine Meloni's
NETWORTHY

Remembering September 11

Soon after the tragic events of September 11, I started a journal. In this journal I have been recording my personal perspective, writing about how it felt to be in Washington on that fateful day and how my life goes on in the nation's capital with the new challenges. I have been saving the many heartwarming e-mails received from concerned friends around the world and articles that I have clipped from magazines and newspapers.

The Library of Congress has undertaken a similar project but, of course, on a much more vast scale. Funded by the Pew Charitable Trusts, the Library is creating an electronic archive of information related to the tragedy. This site will prove invaluable for historical reasons, but it ought to prove useful for ESL/EFL teachers trying to deal with this topic in the classroom today. The September 11th Project, located at http://september11.archive. org, offers you the opportunity to contribute to as well as search the Archive.

You are invited to contribute the URLs of websites of interest related to September 11. You might ask your students to look for relevant websites to submit to the Archive. Or they might create a website of their own to submit—many student groups have. The Project would also like submissions of personal e-mail exchanges related to the tragedy that can be posted.

If you choose to search the Archive, you will find twelve categories: Press, Government, Corporate/Business, Portal, Charity/Civic, Advocacy/Interest, Religious, School/ Educational, Individual/Volunteer, Non-English, Professional Association, and Other. You will be amazed at the variety of sites. Due to space limitations here, I can only highlight a few that I found particularly moving.

In the category "Government" I found the website of Jane's Security that has an informative article entitled "The Battle-Scarred Pentagon," including a satellite photo of the Pentagon taken on September 13. It also includes a photo of the Pentagon before the attack.

In the category "Professional Organization" my attention was immediately caught by the Flight Attendants Organization. Here I found a memorial page that lists five flights: SAS Flight 686, AA Flight 11, United Flight 175, AA Flight 77, and United Flight 93. The United and American Airlines flights were those involved in the terrorist attacks; the Scandinavian Airlines flight was the tragic crash in Milan, Italy that would have made front page news around the world if it had not happened shortly after September 11. A photo and bio are posted for each crewmember on these flights.

In the category "Religious" there is, for example, a statement by the National Council of Churches entitled "A Religious Response to Terrorism." It offers readers a petition to sign if they support the statement of the religious leaders.

In the category "School/Educational" I found many university sites listed. On September 18 the Elon University website featured photos of saddened students on campus, letters from the university president to the Elon community and to the parents, and other news about campus events related to the tragedy. The website of Syracuse University on November 6 has a list of "Members of the Syracuse University community involved in the tragedies of Sept. 11" that is divided into those who died and those who survived. Numerous other universities around the country have added memorial pages to their websites.

Christine Meloni is associate professor of EFL at The George Washington University in Washington, DC. She welcomes comments and suggestions from readers and can be reached at cfmeloni@hotmail.com. Please include ESL Magazine *in the subject of e-mail messages. This and all past columns can be found online at http://www.eslmag.com/articles.html.*

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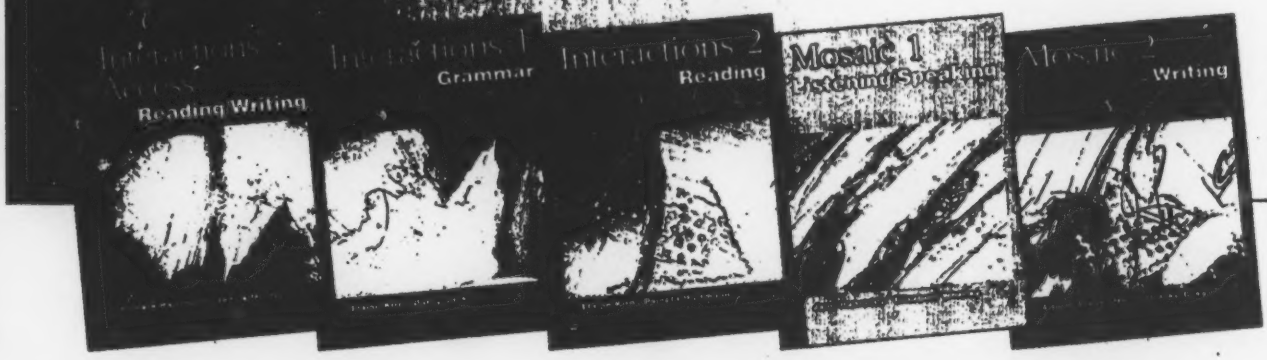

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TOEFL Scores and Admissions

Using TOEFL Scores Ethically

BY RAYMOND S. TASKER

The Test of English as a Foreign Language (TOEFL) is the most widely used test to assess the English language proficiency of students applying to colleges and universities in the United States or Canada today. Over 800,000 people around the world have taken the TOEFL this year alone, and thousands of educational institutions in North America rely on TOEFL scores to help them decide who is ready for academic study in an English-speaking environment.

A test with such far-reaching influence should be examined carefully and used wisely. Last year in these pages, we proposed that in considering a test one needs to look at it from five angles: backwash, reliability, administrative concerns, validity and ethics (B.R.A.V.E., see sidebar at right). Therefore, those who rely on the TOEFL must consider its backwash, reliability, administrative concerns and validity. Then, given the strengths and weaknesses of the test in these areas, they must consider the importance of the admissions decisions at stake and decide how to use the TOEFL ethically.

Is the TOEFL B.R.A.V.E.?

Backwash

The backwash of a test is its effect on teaching and learning. How will students prepare for the TOEFL? Are they going to do things that will, in the end, help them when they go to an English-speaking college? That would be good backwash.

What would we want such nonnative-English-speaking students to do to prepare themselves to attend an English-speaking college? Our advice might be "If you have enough money, come to the United States, live with an American family, and go to a university-connected English language institute, one that teaches listening, speaking, reading and writing. If you don't have enough money to come the United States, read voluminously, listen to and try to understand English-language radio, keep a journal (writing especially about topics that are not only of interest but are a bit on the academic side), and try to find someone to talk to—buttonhole tourists, do gardening in exchange for an hour of conversation, whatever. And take whatever English classes are available that most approximate those of the aforementioned English language institute."

That is what I think a nonnative speaker of English should do to improve his or her English with an eye toward attending a North American university. Therefore, I would like the TOEFL to pressure a student to do the same things. So to my mind, if the TOEFL has good backwash, prospective students will look at the TOEFL and seek out an English language institute or pounce on passing English speakers and read extensively.

Is this in fact the backwash effect of the TOEFL? Let's look at the test and see what it would make a student do to prepare. In broad outline, the TOEFL consists of listening passages (minute-long dialogues and mini-lectures) followed by multiple-choice comprehension questions; reading passages ("short passages similar in content and style to those that students are likely to encounter in North American universities and colleges") followed by multiple-choice comprehension questions, some formatted to take advantage of the computer's capabilities; "structure" or grammar items with a focus on complex and lexically challenging sentences; and a thirty-minute essay.

Thus, if backwash works its normal magic, TOEFL-focused students will practice reading brief passages on medicine and astronomy, but might not read anything longer than 500 words. They will practice listening at the level of the single news item but might not listen to something approaching the length of a college lecture. They will practice answering lots of grammar questions and practice writing essays—but most likely thirty-minute essays, possibly eschewing the writing process of brainstorming and invention, drafting and revision, and peer critiques. These are the elements of writing that those who teach composition at my own institution view as the most important. Finally, because there is no speaking test yet, TOEFLers may not approach English speakers for practice. If you question whether or not this kind of backwash exists, do an Internet search on "TOEFL," and you'll find website after website offering to help you prepare for the TOEFL for a price, but none of them offer to improve your speaking.

Reliability

The second aspect to consider about a test

170 171

is its reliability. The college where I teach has a TOEFL cut score of 213 (paper 550)—If you have a 213 on the TOEFL, your English is fine with our admissions department. But with a 210, you're out of luck.

Is 213 really so different from 210 that you can hang a decision like that on it? Is it different at all? Not really. And the Educational Testing Service (ETS, i.e., the TOEFL people) will be the first to tell you not to use rigid cut-off scores like this. They tell you that you need to understand and consider the standard error of measurement. One should use a range of scores, not an individual score. (http://www.toefl.org/educator/eduseofscr.html#guidelines)

Have a look at the sidebar at right on reliability, which attempts to explain the standard error of measurement. Can you see that a score of 200 is better expressed as "probably between 189 and 211"? Good. Then here is a quiz to expand your knowledge of the mush unit (my word for the standard error of measurement): My student Helen got a 195 on the TOEFL. What is the range of scores in which her true score might be found? The TOEFL does this: add and subtract a mush of 11. So with an obtained score of 195, Helen's true score is in the range 184-206.

But that is only true two thirds of the time with an obtained score of 195. One third of the time, the true score is outside the range—below 184 or above 206. If we used this standard for figuring ranges for true scores for everyone who took the TOEFL, we would exclude the true scores of 275,000 examinees a year.

That seems like excessive misrepresentation. Suppose we cut that down to where we misrepresent the range of only one percent of examinees—8,000 or so a year. To do so, we need to add and subtract 2.6 mushes (that is, 29 points) from the obtained score. So Helen's true score would lie somewhere between 166 and 224. So, 99 times out of 100, a student with a TOEFL obtained score of 195 has a true score in the range of 166-224 (or 492-565 on the paper-based test).

Put in real-world terms, we could state with 99% confidence that Helen's proficiency in English is somewhere between "English a bit too weak for college" and "with English like this, college will be a piece of cake." Would that be a good basis for a high-stakes decision?

Administrative Concerns

Let us genuinely admire the TOEFL administration for a moment. ETS has to get test materials securely to hundreds of locations, some remote, and report scores accurately for hundreds of thousands of examinees. Their computer test can't have glitches. Items have to be written, analyzed statistically, and have the bad ones culled. They have to manage a huge research program and publish the results. They are very busy, competent folks.

So do they get an "A+" for administrative concerns? No. A high-stakes test like the TOEFL requires perfection, not near perfection. And there is one big administrative problem with the TOEFL, as there would be with any such high-stakes test: cheating.

Fortunately, Po Chieng Ma and the $7,000 pencils encoded with TOEFL answers are a part of the past (1993-96). The biggest problem now would seem to be "ringers." The term is from horse racing. A very slow horse is illicitly replaced at race time by a look-alike fast horse who wins at long odds making the owners rich. You can see the analogy: there are slow horses and fast horses in English proficiency, and people can be persuaded—often with money—to take tests for others.

And look-alikes? The TOEFL has an elaborate system involving scanned photos, signatures and passports to avoid ringers. I asked some of my own students to write about this. "My cousin got someone who looked sort of like her. She wears glasses; the friend who took the test wore glasses when she checked in at the test. They just looked at her for a second and let her in."

Another student wrote, "It's a crummy little job checking people in at a test. How much do you think they pay them? Do they pay them enough to make a big fight with someone in line who looks a little different from her photo?"

It is also reportedly not difficult to use morphing software to make a photo that merges the features of the wannabe student and the ringer. *U. S. News and World Report* reported this online at www.usnews.com/usnews/edu/college/articles/chinafraud.htm. They concluded that "widespread cheating has rendered the TOEFL score unreliable." Not unreliable in terms of obtained scores and true scores, but unreliable in that you can't be absolutely sure who took the test.

Validity

"The thing itself, known from within, is the gold coin for which we never seem able to stop giving small change."
—Henri Bergson, *Introduction to Metaphysics*

Of course the TOEFL, or any test designed for the same purpose, isn't valid in an absolute sense. In other words, there is a great difference between a nonnative speaker sitting at a computer taking a test and the same nonnative-speaker sitting through a two-hour lecture on the defen-

B.R.A.V.E.

This is everything you need to remember when you think about a test.

Backwash
What effect will the test have on what students do to learn a language and what teachers do to teach it?

Reliability
How precise are the scores? Does "20" in fact mean "somewhere between 15 to 25"?

Administrative Concerns
What are the problems and expenses connected with administering the test? How much will this test cost? How much time will it take? How many rooms will it require?

Validity
Is this test really measuring what ought to be measured?

Ethics
Is this test good enough that it is ethical to use it for the decision at hand?

Reliability

Obtained Score—the score a student actually gets on a test.

True Score—the score a student would get on a test if the test measured his or her proficiency perfectly. The score a student would get if it weren't for lucky guesses, clerical errors, ambiguous items, dust on the scanner that reads the paper-based answer sheets, an essay topic about which the candidate has coincidentally just written an essay for class, too many beers the previous evening, et cetera. Only God knows your true score; your obtained score is an estimate of the true score.

Reliability—the tendency for the obtained scores on a test to be close to the true scores. (How can we know this when we don't know the true scores? Good question, complicated answer. Take a statistics course.)

Standard Error of Measurement—the mush factor (My term. Everyone else calls it standard error or standard error of measurement or SEM.) A number that shows you how imprecise a test is in estimating a true score. The mush factor for the TOEFL computer-based test is 11.
If your obtained score is 200, your true-score range is from one mush below to one mush above 200. Ergo, if your obtained score is 200, your true score is somewhere between 189 and 211. Well, two out of three times it is. One third of the time, it is outside this range—below 189 or above 211. If you don't like being wrong one third of the time, see the discussion of reliability in the text.

estration of Prague or trying to read Dickens' *Bleak House* by Monday morning. But what are we supposed to do? Fly students over to the United States to a simulated campus for three weeks where they could live in dorms, attend classes and have their every linguistic and paralinguistic move surreptitiously noted down by a team of evaluators? Of course not.

A test like the TOEFL is an intentionally inexpensive imitation of something expensive and difficult that might directly reveal what we want to know. Everyone wants this ordeal to be over in a few hours, and $110 is already payment enough. But our simulacrum of actual language use may not always reveal what we really want to know.

If one looks beyond the issue of the current lack of a speaking test, ETS has an admirable concern for validity. At http://www.toefl.org/research/rrpts.html one can order one of 66 research reports investigating various aspects of TOEFL validity: for example, in taking the computer-based TOEFL, does it make a difference if an examinee has never used a computer before? "No," says Research Report #61. I love having this sort of information! It's commendable that ETS puts so much money back into the test via these extensive research investigations on the question of validity—I give them an "A+" for effort on validity. However, without a speaking section, I have to give the test a "C" for actual validity.

ETS plans to unveil a speaking component at the annual TESOL convention in April 2002. There will be five months or so of training of educators and administrators worldwide to prepare for the actual implementation of the test in the fall of 2002.

Ethics

The "E" in B.R.A.V.E. stands for the ethical decision about how to use TOEFL scores, balancing the test's backwash, reliability, administrative concerns and validity against the powerful effect of the TOEFL on people's lives. Is the TOEFL B.R.A.V.E.? Individuals differ about the ethical dimension. See what you think:

O Backwash: While the TOEFL does motivate students to practice reading, writing and listening to some extent, it does not require students to engage in these activities as extensively as one would hope in order to best prepare for academic study in English.

O Reliability: If we have a low tolerance for mistakes, we have to set our true score ranges so broadly that they become almost meaningless. Only very high scores and very low scores can be distinguished.

O Administrative concerns: If the report by *U. S. News and World Report* is true, cheating is a major administrative concern.

O Validity: Despite the research reports, the TOEFL currently doesn't measure some of the most important language skills necessary for academic success—there is a limited model of writing and the speaking section is not yet up and running.

My own opinion? The TOEFL is not yet B.R.A.V.E. enough. Adding a test of speaking will improve backwash and validity somewhat, but may make reliability worse, as did the essay when it was added in the eighties. (It is hard to rate essays and speaking samples precisely.) It may be possible to solve the problem of ringers somehow, but with a high-stakes test, new ways of cheating may arise; perhaps they already have—how would we know?

Using the TOEFL Ethically

So how do we deal with the TOEFL ethically? Shall we be purists and wash our hands of an imperfect and imperfectible test? Certainly not. At the very least, we have to have some way of informing those who plan to go abroad to study that their English proficiency may not be up to the task. How can we go about using the TOEFL in an ethical way?

In admissions departments where it is taken too seriously, the TOEFL should be de-emphasized. First steps in this direction might be those recommended by ETS itself (http://www. toefl.org/educator/eduseofscr.html#guidelines; http://www.toefl.org/educator/eduseofscr.html#how;):

O If the student has other proof of English proficiency—for example, demonstrable success in another English-speaking setting—go with that rather than the TOEFL.

O Don't use rigid cut-off scores. Administrators need to understand the standard error of measurement (the mush factor).

O Consider TOEFL test scores an aid in interpreting an applicant's performance on other standardized tests.

O Take TOEFL section scores, as well as total scores into account.

O Be as inclusive as possible in the admission of nonnative speakers; support them with a range of ESL courses when they arrive and with flexible scheduling to accommodate these courses.

O TOEFL scores are only useful for gauging language proficiency; they do not indicate anything else about the candidate's capabilities as a student.

The last point should be emphasized: High test scores don't always equal high quality. One result of our country's often witless pursuit of phantom "standards" through testing and assessment is the perception that "high test scores" have come to equal "high quality." That is, some admissions people believe that if they raise TOEFL cut-scores, they will improve the caliber of student they are admitting.

The opposite can be true: suppose we determine that a TOEFL score of 500 is generally adequate to get a student through a program. If we then use a cut-score of 550 or 580 so "the students will be even better," all we accomplish is cutting back on the pool of real talent—talent in the academic areas of real importance—from which we can draw students to admit. Using any test to decrease the admission of international students and justifying it under the banner of "standards" goes beyond unethical test use and comes dangerously close to xenophobia.

Though some admissions officials may misuse the TOEFL in such plainly unethical ways, ETS itself has nothing at all mean-spirited about it. What ETS does well, it does very, very well—such as the maintenance of a large research program; the writing of test items of high quality; the openness and availability of information; and generally making the trains run on time. The TOEFL test itself, as we have seen, has flaws, but its flaws are mostly inevitable given the goal of testing such a complex skill in a short time at a reasonable price. It is our peculiarly American folly to think that tests can accomplish such ambitious goals.

Dr. Raymond S. Tasker teaches ESL and has worked with language testing for over a decade, including two years for an international government consortium which administered language testing worldwide.

ESL Magazine's Online TOEFL Poll

How should a student's TOEFL score be used for admission?

6% As a cut-off score— one has to draw a line somewhere

70% As a guide— along with other indicators of English proficiency

23% Not at all— there are better ways to measure English proficiency

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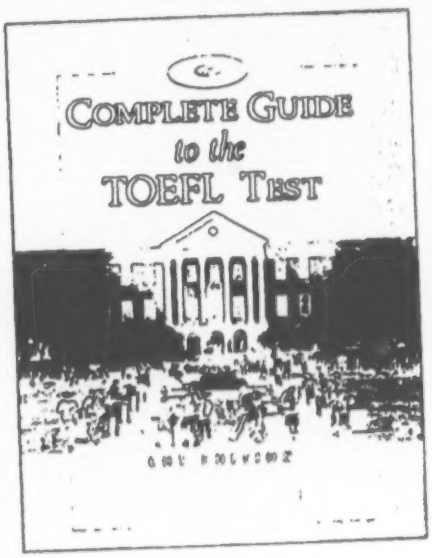

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Technology Workshops that Work

BY GINA MIKEL PETRIE

We've all been to the technology workshops that failed. The local techie shows us, the language teachers, the latest software or hardware. He or she stands at the front of the room, often not facing us, while we are quickly shown the steps that we need to follow in order to use this piece of technology. We sit at our stations, madly clicking along, trying to keep up. Suddenly it's over, and we are asked if there are any questions. Our eyes glazed over, we just shake our heads. "Another wasted hour," we think.

The process of adopting technology is a long one—and rightly so. There's both training and education involved. Technology workshops like those described above at best train teachers how to navigate with the hardware or software. What teachers need are workshops that use most of the time for education: helping teachers to envision and experiment with ways that the technology might be a useful tool for them in their own courses. What would this look like? Here is the model used at the English Language Institute at Eastern Washington University:

1. Needs Assessment. Rather than simply throwing new technology at teachers, find out what they need. Do many students need more help with spelling issues? Are writing teachers looking for new ways to teach sentence connection to their students? Are teachers looking for video/audio clips of small talk to show to students? Find out where technology might be able to support the curriculum. Involve teachers as much as possible in choices of technology to examine or buy.

2. Redundancy. Begin the workshop with training, but make it meaningful. Face the teachers; move slowly through the steps. Keep checking that they are with you. After you've all gone through the procedure together, do it again. Make it stick.

3. Modeling. Demonstrate how the technology might be used in a language classroom. For the teachers least likely to adopt the technology, this will help them begin to understand the possible usefulness of the tool. Your model should get creative juices flowing.

4. Application. This is where the real education takes place. Rather than simply tacking this onto the end of a workshop, this should take up most of the time. Create stations where teachers are grouped according to their needs. If two teachers both seem to be interested in adding to their repertoire for teaching outlining, put them together at a computer station that lists the software and websites that they should examine. Give them a specific task, such as "Find two ways that the tools at this computer station might help you teach outlining more creatively." Give teachers sufficient time at a station before asking them to move.

5. Follow-up. Come together at the end; ask teachers to share what they discovered. After the workshop, create a handout that lists new ways that teachers are exploring technology in the curriculum; keep this updated as new tools are added or others dismissed; hand this out at the beginning of each term to remind and inform. Check in with individual teachers from time-to-time to ask about their progress and offer assistance with the technology.

In effect, the workshop model above extends far beyond one single day in a lab. It allows for the time that teachers need to adopt technology into their instruction.

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Teaching the Complex Task of Writing

BY TIM CAUDERY

Does teaching writing in a second language have to be complicated? Before I raise any false expectations, let me say that I believe the answer is "yes." Writing involves a number of different skills and areas of knowledge and is hard enough even in a first language. Writing successfully in a second language is likely to be even harder, and teaching second language writing is consequently also likely to be a complex matter. But take heart, we can teach writing successfully if we recognize the difficulties that students face and if we don't waste time teaching skills that they already have or do not need.

Why do we persevere in the complex task of teaching writing? Because we understand the importance of written language in most English-speaking societies. Significant communications are often made in writing so that there is a record of the communication and so that the chance of misunderstanding is minimized. Moreover, the newest medium of communication we have, e-mail, is primarily a written medium, and its use is increasing apace. Second language speakers of English who cannot communicate reasonably effectively in writing will be at a disadvantage in society, just as illiterate or semi-literate first language speakers are disadvantaged. But while all students will benefit by having some writing skills, some students are likely to need to write much more than others in their daily lives, and the types of writing that students need to do will vary.

What Makes Teaching Writing Complicated?

The Skills of Writing

In order to write, one naturally needs a knowledge of vocabulary and language structure, just as for speaking, listening and reading. However, there are also areas of knowledge and skill that are specific to writing:

1. *Transcribing*. This skill involves putting known words and phrases onto paper or into a computer. It requires knowledge of the Roman alphabet and knowledge of English spelling. The ability to transcribe is very helpful in supporting spoken language learning; the student can make records of what has been taught in class, do exercises in written form, and so on. But on its own, this skill is of limited use for communicating in writing.

2. *Using the Language of Writing*. This involves using words, forms and conventions that belong exclusively to written language, in addition to the language that speech and writing have in common. Written language used for real communication rarely resembles "speech written down." Without immediate feedback from the person with whom one is communicating, writing requires greater precision and clarity to ensure that the intended meaning is conveyed successfully. This affects the vocabulary and grammatical structures used. The length of the communication also imposes requirements for clear structuring, making necessary the use of a range of coherence and cohesion markers. The fact that the medium is visual rather than auditory means that punctuation and layout, including paragraphing, are used to convey meaning. Different types or genres of written communication have evolved their own linguistic and formal conventions that native-speaker readers expect to find observed. Higher expectations of accuracy are created by the fact that time can be spent on writing to ensure that meaning is conveyed with precision. The fact that time can be spent on reading what is written creates greater opportunities for and expectations of the use of long and complex sentences.

3. *Composing*. The complex linguistic knowledge and skill required for writing extended texts is of little value if one has nothing to say, or if one's ideas are confused, or if one cannot take into account the effect the writing is likely to have on the reader. Generating and sequencing the content of written texts is clearly an important component of successful writing, whether we are talking about an academic essay or an advertising text, a job application or a piece of literary writing. Research has demonstrated, however, that the process of composing is a very personal one—different people work best in different ways.

These three skills, or rather areas of skill, are very different. The first is an encoding skill. The second area relates to linguistic knowledge of various kinds, and the third is an intellectual and creative area. Teaching writing involves balancing these different skill areas according to the current and predicted future needs of our students.

Writing in Relation to Other Skills

Naturally, writing does not exist in isolation—it also relates to other language skills, and these relationships also have to be taken into account in deciding how writing is to be taught. Its reflex skill is reading; to the extent that linguistic competence comes through input (rather than explicit teaching), then reading is necessary to the learning of writing. The extent to which input and explicit teaching need to be balanced is of course another area of debate, but there can be few teachers now who would deny that input has a very significant role in language learning. The traffic in the reading/writing relationship, however, is not necessarily all in one direction; work on writing can lead to a better appreciation of how written text is struc-

tured and can thus contribute to the reading skill. And although writing is not "speech written down," the written language is clearly related to the spoken language; what one learns in one form can often be carried over into the other.

The Transfer of First Language Skills

Learners differ in the knowledge and experience of first language writing that they bring to learning a second language, and these differences are significant. Not all learners are literate in their first language. Some learners are familiar with the Roman alphabet, and others are not. Those learners who do know the Roman alphabet will vary in the way they interpret the letters in terms of typical sound values, and thus the ease with which they can relate their knowledge of the spoken language to the written. Some learners will have experience in writing extended texts in their first language and may be well aware of the need to signal coherence, for example, or to abide by the conventions of a genre, even if they do not yet know how to do these things in English; others may have less experience and thus less awareness in this area. Some writers already have well-developed methods and skills for composing, and they will probably attempt to transfer these to second language writing [Arndt's classic study (1989) of Chinese writers composing in first language and second language illustrates this very well]. The extent to which writers are able to transfer writing processes from first language to second language will, however, be affected by their level of knowledge of the second language, both because language limitations will restrict what they write and because the additional mental load of working in a foreign language may interfere with the processes of content-generation and sequencing.

Writing Needs

Finally, teaching writing is complex because learners are likely to have widely differing needs for writing skills, and these needs have to be taken into account if possible. Not only will learners need to do different amounts of writing, but they also will need to write very different types of text. While some aspects of the writing skill are generalizable, others are not; there are significant differences between writing an e-mail message and writing an academic essay, for example, both in terms of the process of writing and of the nature of the final written product. Training students to write traditional school "compositions" may be a poor use of their time.

Approaches to Teaching Writing

It should be clear by now not only that teaching second language writing is a very complex task, but also that one can hardly expect to find a single, one-size-fits-all approach that can be used with all students at all stages of learning.

When theorists and practitioners have looked for methodologies for teaching writing skills, generally speaking they have not found much inspiration in theories of second language acquisition. Instead, the first language classroom has often been a source of methodological ideas.

There are indeed certain similarities between learning first language writing skills and learning second language writing skills. Acquiring good first language writing skills, unlike first language speaking skills, is usually seen as requiring explicit, formal teaching that can only take place once a reasonable level of cognitive development has been attained. I have not heard of any theorist who does not accept that teaching second language writing also requires formal classroom work. However, there are also major differences involved. First language student writers will typically bring five or six years of accumulated knowledge of the spoken language to the task of learning to write, while second language writers will usually start learning the two forms more or less simultaneously, but usually at a later age than one starts to learn to write in a first language.

While beginning first language writers are much more advanced linguistically, beginning second language student writers are typically at a much more advanced stage of intellectual and social development than beginning first language student writers. A recognition of these similarities and differences is essential in adapting first language teaching techniques for the second language classroom.

The Process Approach

Perhaps the best known concept for teaching second language writing is the process approach in various manifestations. Process approaches are drawn from the first language classroom and were originally devised in reaction to the "traditional" teaching of writing, which, it was claimed, focused on students' finished texts and on the conformity of these to rather sterile text models rather than on teaching students *how* to write good texts. Process approaches in the first language classroom typically focus on the composing skill; there is emphasis on the generation and selection of ideas and on the improvement of texts through revision of content (first) and expression (later) over several drafts. The teacher is involved in the writing process itself through some form of intervention, usually by organizing students' writing activities as the text develops or by giving feedback on texts while they are still in the making. Self-expression is typically regarded as being very important, with topics for writing being chosen and refined by the individual students, not the teacher. There are strong links to general educational goals of enabling self-expression, developing creativity and an individual voice, and developing reasoning skills.

Process approaches have provided many valuable insights for teaching second language writers. They fit in well with modern concepts of strategy training in that they provide learners with strategies for writing. However, an uncritical transfer of process methodology to the second language classroom can be unwise. The heavy emphasis in the first language classroom on discovering topics on which to write and on content generation, for example, may not represent the best use of second language learners' time, since their problems in this area may be secondary to their language problems in accounting for difficulties in producing good text. Second language learners may in fact already have considerable expertise in generating ideas but may be restricted in the ideas they can actually express because they lack the necessary language. Similarly, they may already be very familiar with the concept of revision but may have limited success with it in a second language because they do not have sufficient options available to them in terms of the language they can use. Helping students develop strategies for coping with language limitations and helping them expand their linguistic range and accuracy thus giving them more options to choose from in their writing may be of much more value than, say, giving them heuristic strategies for "creative" writing.

Genre-based Approaches

Another set of approaches with theoretical roots outside the second language classroom are those related to genre. The study of the distinguishing features of texts of different genres is an area of descriptive linguistics research, but it has been extensively used in language teaching. An early systematic and explicit use of genre description in the classroom was in academic writing courses in Britain for prospective university students. It was assumed that academic writing was a genre that had certain essential conventions, patterns and rules that students could be taught to follow. Modeling tended to figure heavily in this approach. Later, however, a wider genre-based approach was developed in first-language classrooms in Australia. Model texts were again important but now with much more analysis and awareness of why model texts took the form they did. The approach was seen as helping promote class equality since the generic characteristics viewed as desirable in school essays were viewed as being essentially middle-class developments. Helping children from less-privileged backgrounds to master these genres was seen as a tool for empowering the underprivileged in society (Cope and Kalantzis 1993).

It is of course over-simplistic to assume that texts will usually conform exactly to a particular generic form. Texts of the same type often do tend to have certain features in common, but they are also

likely to display differences, partly because of the personal idiosyncrasies of text writers and partly because text characteristics are governed by the exact content, the precise relationship between writer and presumed reader, and various other factors. Thus, although one can detect certain tendencies—for example, towards greater use of passive forms in academic writing or towards a set sequence of sections in an academic paper—exceptions to these tendencies abound. Successful writing may require knowledge of generic conventions, but it also requires knowledge of how far these conventions can be stretched to meet the needs of different circumstances. Copying models may form part of the necessary learning process, but it is subservient to the development of an understanding of the reasons for and the effects of using different features in texts.

The concept of genre is, I think, very relevant for teaching writing in the second language classroom. It focuses attention on the variety of text types that writers may need to produce. Texts do differ from one another in style and structure in relation to content, purpose, occasion, presumed reader(s), and the relationship of the writer to the reader(s). Native speakers are sensitive to the implications of the characteristics of a text; for example, the wrong level of formality can cause offense because formality is perceived as reflecting the relationship the writer feels to the reader. Further, as with all aspects of language, native speakers do tend to judge writers by their language skill, and mastery of generic convention is part of the skill of writing. Failure to produce texts in a form that is accepted as appropriate may mean that the message of the text is taken less seriously. Richard Kern's recent book *Literacy and Language Teaching* discusses the importance of genre in second language teaching at considerable length (Kern 2000).

Successful Writing Teaching

There's no magic formula. We need to draw on ideas that have been proposed in writing on "approaches" such as process or genre, but at the same time we need to recognize that these are not complete solutions that match the needs of every student. The following list of suggestions, largely inspired by the issues I have discussed in this article, is by no means exhaustive. For more points I would especially recommend Tribble (1996) and Kern (2000).

◆ Start teaching writing early—not just transcribing skills, but also areas such as textual coherence and genre awareness. Draw attention to differences between writing and speech from the outset.

◆ Try to find out about students' wishes and needs with regard to writing, and find out what sort of writing they are used to doing in their first language. Don't waste time on teaching the writing of types of texts that they don't want or need to write. Help students to find ways of transferring and adapting writing skills they already have in their first language.

◆ Provide plenty of input (text for reading) and ensure that the input includes the genres students will need to write.

◆ Discuss why particular texts are written the way they are. Draw attention to features that distinguish texts of different types, and explain them in terms of writer/reader relationship, generic convention, etc. Help students to notice the way texts are structured through jigsaw exercises (reordering sentences to form coherent paragraphs), filling in blanks with suitable discourse markers, etc. Input alone is not enough—students need to "notice" relevant features in the input before they can be acquired (Skehan 1998).

◆ Discuss the writing process with students. Help them to see that writing involves different processes—planning, drafting, reviewing, revising, editing—but that these processes tend to be mixed together in different sequences. Help them to perceive their typical writing strategies in their first language—do they try to plan before they start to write, for example, or do they begin writing in order to generate ideas?—and help them to consider whether they need to adapt these strategies in second language writing. They need to ensure that they do not become bogged down in any particular aspect of writing at any one time; it may be helpful to deliberately leave concerns about accuracy until a later stage of writing, for example, because in a second language, students' mental processing capacities may not be sufficient to deal with this as they go along.

◆ Work on all aspects of writing, both the broad picture and the detail. Teaching writing doesn't have to involve writing long texts; it can be just as useful (and often more useful) to work on areas of vocabulary, different ways of structuring sentences, use of cohesive devices, etc.

◆ Do some writing activities in class, not just as homework, so that you can see where students are having difficulty and intervene to help them while writing. Be aware, however, that many students feel the need for time and space to write.

◆ Try getting students to collaborate on short writing tasks, perhaps where the content is already provided and the task is to work out how best to express it. Collaborative writing is hard, but it encourages students to justify their writing decisions to each other, thus increasing awareness.

◆ Specify the reader, the writer's relationship to the reader, the task, context, etc. for writing tasks. Real writing does not take place without these factors being known to some extent, and they determine many important aspects of the writing.

◆ Don't assign long pieces of "free" writing unless this practices or develops techniques you are sure your students need. Such tasks are time-consuming for both students and teachers, and the return in terms of new learning may be small.

◆ Experiment with different forms of feedback and different ways of working with feedback. The traditional "teacher comments and corrects errors" approach takes a lot of marking time to do well and is likely to be of little value unless students actively work on the feedback in some way, for example, by noting problems in a journal. The following are some other suggestions regarding feedback specifically:

• Be selective in items on which to give feedback; trying to cover everything can be counterproductive.

• Use the "teacher indicates errors, students correct" technique very sparingly. It only "works" if the students actually know what the language should be, so at best it's practicing editing skills. If you do use it, check afterwards that the students actually were able to correct the text.

• Use feedback on students' work to teach new language and new ideas for writing. This requires more input from the teacher but can be much more valuable because it is basing new teaching on what the student can do now.

• Discuss common problems or issues with the whole class.

• Focus on whether the writing is appropriate as well as on whether it is linguistically accurate.

• Get students to write down the questions that they want answered in their feedback. When a student has struggled for ten minutes in trying to choose between two words, it can be really helpful for them to know whether they made the best choice—but unless they ask, the teacher will never know about the alternatives being considered and will not comment (Charles 1990).

• If you haven't already done so, read Vivian Zamel's article exemplifying bad feedback (Zamel 1985). It's an eye-opener!

Tim Caudery's thirty-year English language teaching career began in Sweden, took him to Cyprus then to the University of Aarhus, Denmark, where he now teaches in language-related areas within English studies.

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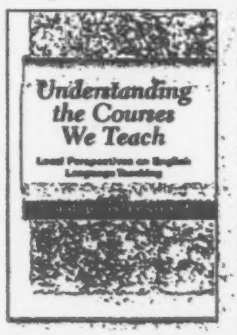
Personal Stories in English Language Teaching

Understanding the Courses We Teach: Local Perspectives on English Language Teaching
Edited by John Murphy and Patricia Byrd
University of Michigan Press, 2001

The literature on professional development for ESL/EFL teachers keeps growing at a phenomenal pace, as shown by the catalogues of ESL/EFL publishers. Despite this quantitatively impressive increase, very few titles are as innovatively exemplary in conception, production, and potential influence as this volume in the *Michigan Teacher Training Series*. Not only does *Understanding the Courses We Teach* join a highly select group of resources, but it does so in quite a unique manner: its approach is largely autobiographical and it is available in two media—both in printed text and on the Internet.

There is much to praise in this cooperatively constructed book. Its very title reminds us of the responsibility of teacher educators to understand the who, what, where, when, why and how of teaching and learning. Similarly, its subtitle stresses the need for ESL/EFL teachers to share their "local" experiences as universally as possible by documenting pedagogical similarities and differences in systematically revealing ways.



Understanding the Courses We Teach (also referred to by its editors as "The Understanding Collection") has five parts: Part 1–Background, Part 2–General Purposes Instruction, Part 3–English as a Foreign Language, Part 4–University Courses: Credit Bearing, Part 5–University-Preparatory Courses: Non-Credit Bearing. It includes a 26-page bibliography, a two-page section on the 28 contributors (21 from the United States, three from Japan, two from Canada, and two from Australia), a six-page author index, and a six-page subject index.

In the first chapter, Murphy makes a cogent case for "the importance of local contexts in which ELT courses are offered"(p. 4), and in his second chapter he summarizes 14 principles assumed "to support English language learning and teaching in general," which may help readers "interpret what contributors have to say about their courses in chapters 6 through 23"(p. 18). In his third chapter, Murphy acknowledges "precursors to the Understanding Collection," including works by such notables as Jack Richards and Diane Larsen-Freeman. Chapters 4 and 5, co-written by Murphy and Byrd, explain the editors' decision to adopt a comprehensive, unifying chapter framework that features nine required descriptive categories (setting, conceptual underpinnings, goals and objectives, syllabus design, activity types, learners' roles, teachers' roles, instructional materials, and lesson particulars) and four optional categories (affective concerns, culture, assessment, caveats/final thoughts). Such required and optional categories will prove to be of considerable interest to materials writers and evaluators, especially given the candid, realistic evidence provided by chapter contributors.

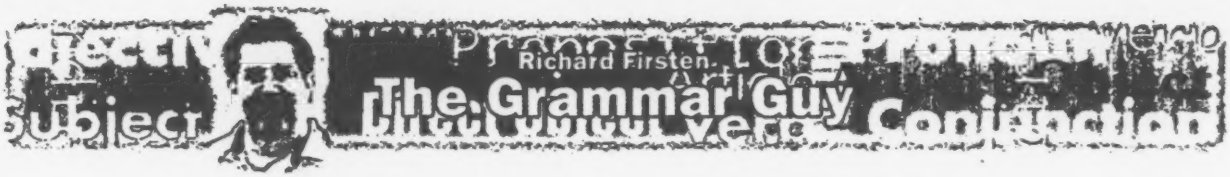
Space limitations prevent me from commenting on all the strengths of the volume. Instead I'll focus on contributions that had a strong impact on me as a teacher educator. Robert A. De Villar and Binbin Jiang's "Building a Community of Adult ESL Learners" (Chapter 9) describes interesting and engaging ways of teaching ESL to immigrants in a U.S. context (central California), while enhancing students' intercultural awareness and understanding. Tim Murphy's "Videoing Conversations for Self-evaluation in Japan" is a well-argued case for "introducing innovations cautiously,...with appropriate cultural sensitivity" (p. 194). Donna Brinton's "A Theme-Based Literature Course: Focus on the City of Angels" is exemplary of how meticulously descriptive and affective an ESL teacher's autobiographical story can be. Her account of "Lesson Particulars"(pp. 296-300) is a warm and personal script about teacher performance, a gold mine of interesting material for an analysis of teachers' and learners' rights and responsibilities. Brinton's style is almost cinematographic, a dynamic sharing of the ways she interacted with her students. Her chapter is a veritable gem as it describes both her philosophy of approach and her conviction that "as an instructor, I vastly prefer the sustained-content and theme-based organization of the course to the prior scenario of reading works of literature based on their literary merit and predicted interest level" (p. 300).

In Chapter 24, "Looking forward: Connectivity through the Internet," the editors tell readers about the Internet site (http://www.gsu.edu/~wwwesl/understanding/) they have created "to provide a forum for interactive discussion between readers, the editors, and other contributors" (p. 446). The dual informational structure of this volume—its print version and its complementary website—gives it a privileged place in the sun of ESL/EFL teacher education literature.

I could go on, but suffice it to say that the editors, in consultation with their expert contributors, provide readers with no less than 178 "Prompts for Discussion and Reflection" and 39 suggestions for "Miniprojects." Highly informative tables abound, among which are "Sources for General ELT Principles" (p. 19) and "Types of Learners' Strategies"(p. 248). However, to exercise the reviewer's right to question: the subject index does not do justice to the conceptual and terminological diversity found within the book. Thus, among the conspicuously absent entries are ESL programs (p. 399), composing in ESL (p. 350-351), linguistics (p. 160), research (p. 399).

I inquired via e-mail about the absence of contributors from Latin America, Europe, and Africa. Murphy (personal communication, November 25, 2001) replied, "we did our best to contact and get submissions from different parts of the world, but in the end, for the final selections that were included, we were limited to the contributors who responded to our initial call for submissions (done via an Internet site)." Given the importance of learning how teachers on all continents teach and how they characterize the art and science of teaching English, this volume should have sequels, so as to do justice to other locally situated stories, as fully inspired and inspiring as the ones contained in this history-making volume. The editors, contributors, publisher and webhosting university (Georgia State) should all be congratulated. In short, the genre of pedagogical autobiography in ESL is prominently represented by this work, the outcome of fascinatingly inspiring stories from teachers, for teachers.

Dr. Francisco Gomes de Matos teaches applied linguistics to EFL teachers at the Federal University of Pernambuco, Brazil. He's listed in Who's Who in 20th Century America. *He's currently president of Associaçao Brasil America, a binational center in Recife. fcgm@cashnet.com.br*



Small Words, But Important Ones

Dear Grammar Guy, What part of speech is the word *not*?—*Gary Harwell, Houston, Texas.*

Dear Gary,
Thanks for such a basic question! Sometimes we're so busy thinking of the complex questions that we overlook the basic ones. *Not* is considered to be a particle, a word that can work in various kinds of relationships with other words or phrases. As the negative particle, *not* can follow verbs (*do not*), precede quantifiers (*not any*), and work with other items of the language like adverbial phrases (*not for long*).

Dear Grammar Guy,
Most of my ESL students are Spanish speakers. They say things like "I'm reading one interesting book," using *one* instead of *an*. How can I explain to them why this is wrong?—*Amy Halpern, Cleveland, Ohio*

Dear Amy,
Spanish uses the same word, *un/uno/una*, for both the indefinite article (*a/an*) and the number *one*. That's why your students are using *one* in place of *a/an*. They aren't discriminating between the two. Tell them that we use *a/an* for singular items and that we use *one* only when we're counting or responding to the question *How many?* For example:

A: I just read a book about religious cults. (singular item)
B: Really? Tell me all about it.
versus
A: How many books did you buy for your courses?
B: I only had to buy one book for each course. (counting)

Now here's the answer for our last "Food for Thought" from Hank Berman of San Francisco. Nice job, Hank! The question was "What's the difference between 'He's working for his uncle' and 'He works for his uncle'?" Hank wrote: "The present progressive shows that an action is in the present and that it can be a temporary situation, so 'He's working for his uncle' implies that it's a temporary job. The simple present really communicates an ongoing or repeated situation, so saying 'He works for his uncle' gives us the idea that this is his permanent job."

And here's "Food for Thought" for this issue: Why is it okay to say "She felt his pain deeply," but it's not okay to say "He dug the hole deeply?" Send your "Food for Thought" answers or other grammar questions by December 31 to ESLGrammarGuy @aol.com or Grammar Guy c/o *ESL Magazine*, 220 McKendree Ave., Annapolis, MD, 21401.

Richard Firsten is an ESL instructor, teacher trainer, and author specializing in grammar and methodology. He currently teaches at Lindsey Hopkins Technical Education Center in Miami, Florida.

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Book Clubs Make Reading *Fun* for Adults

BY BARBARA CASEY AND JENNIFER QUINN WILLIAMS

Flor, a young Mexican woman living in Denver, arrives home after a prolonged trip to Mexico. No one meets her at the bus. Her apartment is empty, and her husband is missing. Speaking little English and having a child to care for, Flor embarks on a journey of survival and growth in America.

"I wonder what happened to Flor's husband?" "How can she find a job? She doesn't speak English." "I am afraid Flor won't be able to take care of her child." "This is a big problem; Flor shouldn't have gone away for so long!"

These are questions and comments generated by adult ESL students during Book Club. They had just read the first chapter of *Flor's Journal*, an original book of fiction for high beginning to intermediate adult ESL students. Lively discussions ensued among groups of six high beginning to intermediate students, as they asked questions and made predictions about Flor's future. The following week, these same students read the second chapter of *Flor's Journal*, discovered some answers to their questions, and clamored for more.

Reading for Pleasure

How did we come up with this book club idea? In 1998 we attended a seminar given by Dr. Stephen Krashen of the University of California. He advocated "reading for pleasure" as part of a good ESL program, citing a 1994 study (Cho and Krashen) that found that Korean woman who read the *Sweet Valley High* series for teens showed improvement in spoken English, especially larger vocabularies. As the co-directors and teachers for the Dora Moore Adult ESL Project, which offers six classes a week for community members and parents of children at Dora Moore Elementary and Middle School in Denver, we decided to incorporate reading for fun, somehow, into our multi-level English classes.

As we searched for books that would be appropriate, interesting, and pleasurable for our students, we discovered that other educators and researchers also advocated introducing reading for pleasure in both adult basic education (ABE) and ESL classrooms. In a recent article entitled "Reading for Pleasure" in *Focus on Basics*, Sondra Cuban quotes J. Storey and T. Modleski on reading for pleasure: "It 'provides a terrain on which to dream,' with fantasies that both reflect and counter 'the very real problems and tensions in women's lives.'" We believe the same holds true for adult English learners.

What's in It For Our Students?

Reading for pleasure generates genuine discussion among our students. They become excited about the conversations they are having and forget that English is terribly difficult to speak. They use the vocabulary they have, learn new vocabulary and help one another determine the meaning in each chapter. Questions are student-generated. Answers are student-generated. As teachers, we step in only when necessary.

The students become emotionally attached to our books. During Book Club they leave behind their own troubles and become involved in Flor's world. Some of her problems may look like their own. She doesn't speak English. She needs to find a job. Other problems are pure entertainment—her husband is a rogue!

Many of our students are the parents of children who attend the school where our ESL class is housed. Two objectives of our program are to help these parents feel more comfortable in the school community and to help their children be successful in school. When children see their parents taking classes, they become more interested in their own learning and are proud that their parents are learning English. Eventually, as our adult students learn more English, they can use the comprehension strategies from Book Club to enjoy fiction at home. We hope they will become better English speakers and readers and, therefore, even better role models for their children.

Book Club Format

The book club format evolved out of discussions about how to get our students to talk about the pleasure books they were reading for fun without relying on review and comprehension questions, vocabulary exercises or grammar lessons. We provide these elements in other ways in our classes. Book Club is meant to encourage our students to find enjoyment in the written word and to discuss what they have read in a natural way. However, our students seem to need some structure within which to have these conversations. Just telling them to "talk about it" does not work.

We had experience with the Shared Inquiry Method from Great Books, which emphasizes generating interpretive questions—questions about reading that aid readers in understanding the full text— versus questions to which readers already know the answers. Such questions are useful for summarizing, but not necessarily for generating ideas or connections. We used some suggestions for book club formats from *Literature Circles: Voice and Choice in the Student-Centered Classroom*, by Harvey Daniels and were inspired by *The Read Aloud Handbook* by Jim Trelease. In addition, we read *Strategies That Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey and Anne Goudvis, which expanded on authentic questioning and helped us understand how making connections is useful for comprehension. Using all these resources, we developed a rubric that includes summarizing and the following comprehension

strategies: text-to-self connections, text-to-world connections, text-to-text connections, predictions, and questions.

To get started, we use children's books and introduce each part of the rubric slowly, explaining and illustrating each strategy. This usually takes one or two one-hour Book Club sessions per component. The teacher leads during these classes, although later the students take over. Once all the strategies are understood and we can see that Book Club discussions are flowing smoothly, generally about five to seven weeks into the school year, we introduce *Flor's Journal*. The high beginning to intermediate students begin reading a chapter a week, with about six students in each group, while the low to intermediate beginning students continue with children's books. At the end of each Book Club, a volunteer from each group summarizes the book or chapter for the rest of the class so that everyone can enjoy both stories. This the format of a Book Club session:

Before Reading
Students select one person to summarize the chapter. This person can also be the discussion director, the student who reminds the others to keep speaking English (usually only a problem if there is a predominance of one language in the group), keeps the students focused on the discussion item by using the prompts and related questions, and keeps track of time.

Students then decide which one of the following comprehension strategies they will use for discussion:

- **Text-to-Self**—relating the text to their lives, including past experiences or background knowledge. Prompt: This reminds me of my... or This reminds me of the time I...Questions: How was it the same? How was it different?
- **Text-to-World**—discussion of connections to the world at large, including events, societal concerns or cross-cultural issues. Prompt: This reminds me of... In my country... Questions: How was it the same? How was it different?
- **Text-to-Text**—discussions of connections to other books, television shows, movies or stories. Prompt: I read a book (saw a show, etc.) like this... Questions: How was it the same? How was it different?
- **Predictions**—What do you think will happen to...? What do you think will happen next? Prompt: I think...will happen because...
- **Questions**—open-ended, authentic questions that propel the reader forward. Questions we ponder and wonder about, which may have many answers. Prompt: I wonder why... I wonder how... I wonder about...

Reading
Students read for 20 minutes. Students may use dictionaries, consult with friends or ask instructors questions to clarify the reading.

After Reading
The discussion director tells the other students when they should stop reading and start talking. After reading, one student summarizes the chapter. Students then discuss for 20 to 30 minutes using the comprehension strategy they chose beforehand. Finally, the students agree on a few sentences to write in their individual book logs or the class book log. The advantage of a class log is that students who missed Book Club can read about what happened.

Modeling the Book Club Format for Students
This year we have used a number of children's books, including *Good Night Moon* by Margaret Wise Brown, *The Little Old Lady Who was Not Afraid of Anything* by Linda Williams, and *Pumpkin, Pumpkin* by Jeanne Titherington to illustrate each of the above discussion categories. At first, we acted as discussion directors.

We found that our students did not understand the concept of summarizing, and were either laboriously retelling the story using every picture or outright reading the story aloud. Now, we use a Book-Report-In-Your-Hand. This method has five question prompts (one for each finger): Who? What? When? Where? and Why? We sometimes use How?, which fits in the palm of the hand. Our students came up with this summary for *Good Night Moon*:

Who is the book about? It's about the little bunny.
What is he doing? He is saying good night.
Where is he? He is in the great green room.
When does the book take place? The book takes place at night.
Why is the bunny saying good night? He is going to sleep.

The final summary was "The little bunny is saying good night to everything in the great green room because it is night and he is going to sleep." Later, when some students begin reading adult fiction, the summaries are more complex. However, the same Book-Report-In-Your-Hand works very well.

To illustrate the comprehension strategy of predictions we used the children's book *Pumpkin, Pumpkin*. In the book, Jamie plants a pumpkin seed in the spring and observes it, step by step, until it becomes an enormous pumpkin in the fall. The teacher, as discussion director, read the book to the class, asking before each major event, "What do you think will happen next?" The end is a surprise. Jamie saves some seeds from carving the pumpkin to plant the following spring. No one in the class predicted this, which caused additional discussion and much laughter.

In the next Book Club, the class was divided into several groups based on English level. Each group read a children's book up to a certain page (determined by the teacher) then made predictions based on

Student Feedback on Book Clubs

We often ask our students for feedback on the format of our Book Club and ask whether they understand and like what we are doing. During a recent Book Club, one group chose to discuss questions and another had a text-to-self conversation. After Book Club, we debriefed. Alicia, a student from Mexico, said she liked the similarities between the mouse in the story and people. Valeriya from Russia and Buren from Mongolia particularly enjoy making predictions because of the wonderful discussions they generate. Other students commented on the Book-Report-In-Your-Hand, saying it provided order for their conversation. Some specific comments about Book Club were:

"This book was a reflection of life. Life is better now. It's [Book Club] good for comprehension for life."
—Mercedes, Mexico

"You know, I didn't like Book Club. Now I like. It's entertaining."
—Dilek, Turkey

"I like it because you learn something, because we work in groups and because we analyze the book."
—Mari, Mexico

"I like because the text-to-text is a different story and the same character."
—Teresa, Mexico

*Speaking about a specific Book Club session during which we read two children's books based on the same mouse character (*Whose Mouse Are You? *and* Where Are You Going, Little Mouse? *by Robert Kraus).*

what had already happened in the story. The teacher circulated among the groups, helping as needed.

In a text-to-self discussion after reading *The Little Old Lady Who Was Not Afraid of Anything* about how a woman's walk in the woods becomes a terrified race to her house with disembodied clothing and a jack-o'lantern hot on her heels, one student said, "Oh, she is scared! I would be scared of that head!" She thought for a moment and then said, "Last night I was scared. The wind was blowing very hard, it knocked at my house." Other students agreed, but one said, "The wind can't knock at your house. A tree was blowing." Clarification was needed: Had the wind blown a tree limb, which knocked against the student's house, or did something else knock against her house? Maybe her house had been knocked down? Quite a bit of conversation followed, with dictionary pages flying, before the student was able to tell what really happened. The sound of the wind rushing by her house had frightened her. Another student asked why, and the discussion continued.

We are careful not to become so caught up in making students stick to the chosen comprehension strategy that they lose the spontaneity that makes our Book Club work. This is reading for fun. Occasionally, after reading a chapter, our students do not want to discuss the strategy they have chosen. For example, one group chose text-to-world for a chapter of *Flor's Journal* in which Flor finds her husband, only to have him tell her he has no intention of giving her money to help her with food, rent or childcare. One student, upon finishing the chapter, immediately made a prediction: "I am afraid Flor will not be able to take care of her child. Her husband is going to take her away."

This prediction sparked a debate about whether he should have the child, whether it was Flor's fault that her husband left her and, finally, in a more text-to-world context, what would be acceptable in the various cultures represented among the students.

Eventually, we anticipate that our students will select more than one comprehension strategy for their Book Club discussions, and may, in time, focus more on authentic questions about the text than on comprehension strategies. The strategies will become primarily internalized tools for comprehension, and the discussion will be centered on questions they have about the ideas in the text.

Original Fiction for Adult ESL Students

Some of our students, those at the lowest English proficiency levels, are content reading children's books. The discussion of these books is generally teacher-driven, especially given the level of the students' English. However, our higher-level students are ready for more adult themes written in language they can understand. A search of the public library revealed few books we thought our students could love, and several book publishers offer selections that may be satisfactory. Oxford's *Bookworms* series and *Progressive English Readers* are retold classics. Heinle and Heinle publishes *Voices in Literature*, short literature selections arranged by thematic units. Penguin Readers are graded versions of best-sellers. From Alta, we found the *Samantha* soap opera and its sequel (University of Michigan Press). The *Midnight Reading Series* and *Harcourt Brace New Readers* from Steck-Vaughn provide original fiction aimed at the ABE student learning to read.

These selections were not exactly what we were looking for. We wanted a book, or better yet, a series of books without comprehension questions, vocabulary or lessons that our students could not put down. We had in mind fun books, like the old *Nancy Drew* series of our youth, only with adult subjects about real, current issues facing adults that our students could relate to. We decided to write our own fictionalized accounts of the experiences of people who are new to the United States in a series of chapter books for our class—*The Journal Series*. The characters attend an English class similar to ours and face problems similar to those of our students. We would like the books to be realistic but entertaining and ultimately positive. Each book will focus on different students in an adult ESL class. They are from different countries and have unique issues, problems and triumphs.

Our students have enthusiastically embraced the first book in the series and have given us many ideas for successive novels. They have learned new vocabulary by reading and speaking and have discussed important is-sues and problems that many newcomers to America face. And they enjoy every minute of it.

We love the addition to our class of reading for fun in the book club format. It fosters reading more naturally than anything else that we have tried. It is fun for us and for our students as it enlivens discussion and improves our students' English proficiency. Plus, we are enjoying writing and piloting *The Journals* series very much!

Barbara Irving Casey's ESL career as a teacher and materials developer has spanned more than 25 years and two continents.

After more than a decade as a market analyst and writer, Jennifer Quinn Williams has spent the last five years teaching ESL.

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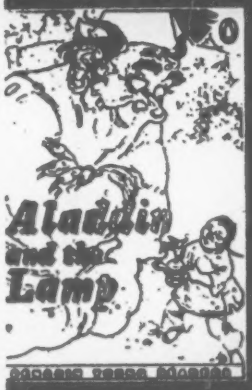

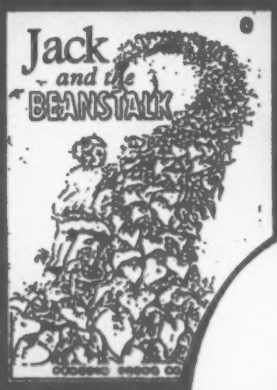

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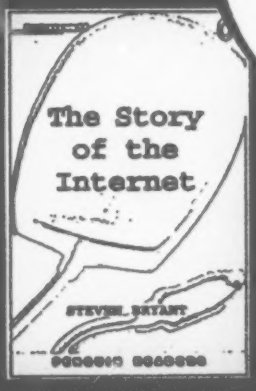

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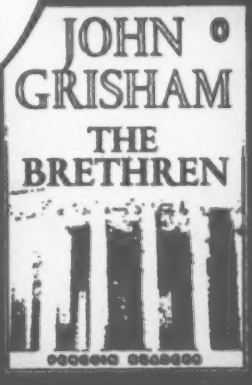

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ENGLISH TEACHING IN EGYPT: *At the Crossroads of Global Communication*

BY DOAA ABDUL MONEM, WAEL EL-SOKKARY, CAROL HADDAWAY AND BEVERLY BICKEL

For seven thousand years, the Egyptian people have been communicating with the many cultures that traveled the Nile and met in the Delta to exchange goods and negotiate across cultures and languages. In recent times, Egyptians have led the Middle Eastern countries in popular media production through films, videos, music and news thus making Egyptian Arabic the most widely understood Arabic dialect in the Middle East. Playing a central part in negotiating meaning among cultures seems to be a historically consistent role for the Egyptian people.

The Importance of Languages

In the aftermath of the events of September 11 in the United States, growing numbers of U.S. educators and policy makers have realized the need for increased world history, foreign language, and cultural studies among American students. An old Arabic saying has come to light: "The one who knows the language of a nation is safe from its evil." Nations around the world, especially Egypt, have known for some time that the study of English is increasingly important to their economic development, global political participation, and understanding of western cultural influences. Now, more Americans outside of foreign language departments are realizing that understanding language and culture is of tremendous importance to communicating across cultures, which is the only hope for world peace, stability and justice, including the sharing of material and human resources.

As globalization has recreated English as the *lingua franca* of commerce and human development, the politics and processes of teaching English worldwide are of primary importance. Dr. Hesseen Kamel Eldine, Egypt's Minister of Education, told a videoconference of teachers in Egypt and the United States, "Educational reform is the greatest national project of Egypt... [and] teachers are the pillars of educational reform" (1999). There has been rapid growth in the scope and importance of English teaching and learning in Egypt. Recognizing the importance of English as an international language, the Ministry of Education has embarked on a program to expand and improve English language instruction and to prepare English teachers to meet the demands of English teaching in Egypt.

The Demographic Setting

Egypt, one of the oldest societies in the world, is located on the northeast corner of the African continent, bounded on the north by the Mediterranean Sea, on the south by Sudan, on the east by the Red Sea, and on the west by Libya. It has the largest, most densely settled population among the Middle Eastern countries, 59.3 million people, according to the latest census (November 1996). Twenty percent are under 19 years old. A special module on children's education included in the 2000 Egypt Demographic and Health Survey provides information on schooling among children ages six to fifteen. While most children were attending school at that time (84 percent), 16 percent had either never attended school or had attended but dropped out at some point before the survey. The majority of children who had dropped out did so between the ages of nine and twelve. Most children attended public schools; six percent attended private secular schools and seven percent attended Azhari (religious) schools. All of them will eventually learn English.

In the Egyptian Classroom

Factors Influencing Instruction

"English is difficult." "I don't like English." "My teacher's methods are too serious and dull." "It's not applicable to life." These are some of the common complaints that teachers hear from their students in Egypt. A survey of Egyptian teachers who participated in a professional development program in the United States during the fall of 1999 revealed that despite the grumbling of some students, many Egyptian students are motivated to learn English because they believe it opens the door to good jobs and top professions and provides opportunities to meet and communicate with other people. English is also needed for passing the national English exam at the end of high school.

Although teachers believe that the communicative approach is the most effective way for teaching and learning English because it "attracts the students' attention," ninety-four percent of those surveyed used a combination of Communicative Language Teaching (CLT) and Audio-Lingual methodologies; six percent used mainly Audio-Lingual. None used CLT alone.

There are a number of reasons that teachers continue to rely heavily on less

186

communicative teaching methods. The teachers' own education has a significant impact on how they teach. Having been taught themselves in traditional classrooms through rote memorization, structure, form, and drills rather than with a focus on meaning and communication, teachers reported that they were not likely to value or attend to affective factors, learning styles, or language learning strategies.

In addition, those surveyed reported an average class size of 43 students. One teacher reported having a class of 80 students! While this situation is becoming less common and the government is working diligently to alleviate this problem by encouraging more young people to become English teachers, it can still be found in some remote areas of the country.

Because of demographic factors and the structure of the educational system, students are assigned to classrooms according to their ages and not according to ability level. Just trying to maintain discipline in these large, mixed-ability classes is a major hurdle for teachers and is another reason that teachers give for resorting to more traditional, teacher-centered methods.

Moreover, parents, students, colleagues, and school supervisors (principals) expect an emphasis on grammar and composition assignments. They commonly believe that teachers who encourage more student-talk just want to relax, are wasting time, and are trying to shift the responsibility for language learning onto the students. Such teachers are sometimes considered incapable of offering much to their students.

This emphasis on grammar and structure reflects the importance of passing the national English examination, a written exam required for high school graduation and university admission that does not include any aural/oral testing. The national English exam is given in two stages—one at the end of the second grade (junior year) of high school and one at the end of the third grade (senior year). Egyptian teachers and their students, like colleagues around the world, continue to be motivated and evaluated by final examination pass rates.

Although there are some exceptions, the school inspectors (regional supervisors), headmasters, parents and students who evaluate teachers are not generally knowledgeable about current communicative methodology. For this reason, teachers worry that their teaching approach and performance may not be understood or fairly judged. Because their efforts to help students acquire real communication skills are not always highly valued, teachers do what is expected of them to avoid being misunderstood and getting into trouble with the administration. Many teachers report that they would like more flexibility to design activities according to students' abilities and more opportunities to implement small group or pair work to create a small classroom atmosphere in a large class. They often feel restricted, pressured for time and discouraged by not being allowed to do what they really believe will enhance learning. Efforts to educate colleagues and supervisors about new methodologies are of growing significance to teachers who have participated in professional development efforts at in-service centers in Egypt and abroad.

Changes in the Egyptian English Program

English has been a required academic subject in Egypt. Most students complete six years of English language study starting in grade six. However, those graduating at the end of this year will be the first to have completed a new eight-year program of English that begins in the fourth grade of primary (elementary) school.

As the curriculum changes and more emphasis is placed on English for communication, a new English textbook series, *Hello!*, developed by Don Dallas and published by Longman Egypt specifically for Egyptian schools, will be used exclusively in the Egyptian English language program. The first of the series, *Hello! 4*, was introduced eight years ago, and this year for the first time, secondary school (high school) students in their last year are using the latest edition, *Hello! 8*.

The aim of the *Hello!* series is to increase communicative language teaching and learning by incorporating interactive listening and speaking activities into each lesson. With the introduction of the *Hello!* series, the national exams are changing to reflect the pedagogy and content of the new text books. The exams are becoming more challenging as students study English longer and become more advanced English learners.

In addition to the *Hello!* series, new novels adapted for Egyptian schools are replacing such Western classics as *David Copperfield* and *Pride and Prejudice*. The new novels are adventure and science fiction stories and include such titles as *The Spiders*, a story based in Egypt, and *Mask of Gold*, about the Incas of South America. There is also a new collection of short stories including *The Face on the Wall* and *One of the Hot Spots*.

Classroom Resources

Most teachers surveyed (60%) agreed that they had ample supplies of EFL materials but complained that teaching aids and technology were inadequate and sometimes lacking altogether. A blackboard and chalk are usually the only equipment that teachers can count on in the classroom. One teacher reported that he had to get his own cassette player and batteries to play the audio tape that accompanies the textbook. The Ministry of Education is working to expand the use of existing equipment in each school (overhead projectors, audio and video cassette players and computers) to each classroom. Internet access is beginning to be available to schools, but change is slow and requires time and money as well as patience, cooperation, creativity and commitment at all levels.

Becoming and Growing as an English Teacher

Entry into English Teaching Programs

Egyptian English teachers, like their colleagues around the world, must not only learn English and how to teach it but must also engage in lifelong efforts towards language fluency and professional development as educators. There are increasing opportunities for Egyptian teachers to be learners throughout their careers.

The two routes into English teaching in public schools—through faculties (departments) of education or faculties of arts in the national universities—have changed in the last decade. Upon completion of secondary school, all students take the national examination and submit their secondary grades. For those who earned excellent grades as English majors and who also scored well on the national exam, the path to teaching English with a national certification opens. In the past, students in the faculties of arts focused on civilization and literary studies (English novels, drama, and poetry) and were required to have higher secondary exam scores for admission. However, students with higher grades and exam scores now enter faculties of education in which they focus on literary studies in addition to curricula and methodology, psychology, and foundations of education. They complete their degree with two

years of practical training that includes weekly observations and teaching in schools. Upon successful completion of the program, they receive a degree and the national teaching certificate. With increased attention being given to classroom pedagogy and the increased prestige of a B.A. degree from the Faculty of Education, students who complete a B.A. degree from the Faculty of Arts are able to begin teaching but must now return to university classes in the evenings to study educational methodologies.

In 1988, the Faculty of Education at Ain Shams University started the Essential Education Program that is now offered in all universities. Graduates of this program become primary school teachers and can be promoted to preparatory (middle school) teachers, but they are not certified to teach in secondary (high) schools. There are also numerous specific in-service programs for primary school teachers who do not have the required qualifications to teach in all grades. Upgrading skills and credentials in order to teach in all grades creates additional opportunities for teachers.

In the past, national certification and a faculty of education degree were considered to be a great benefit because these credentials allowed well-trained Egyptian English teachers to travel to wealthier Gulf States to teach and tutor English in what was called a "teacher lending program." In recent years, the teacher lending program has been reduced as other Middle Eastern countries have begun their own English teaching programs. However, these training programs depend on Egyptian university English faculty, once again putting Egypt in the forefront of English study in the region. With Egypt's leadership in English teacher training in the region, a degree from a faculty of education continues to be important to Egyptian teachers who aspire to traveling and teaching, seeking positions in growing numbers of Egyptian private and public experimental schools where resources are greater and class sizes are smaller, and taking advantage of increasing tutoring opportunities within Egypt for children and adults.

Local In-service Training Opportunities

Once teachers have begun working, they may participate in in-service training programs at the many regional in-service centers supported by the Ministry of Education. Here programs are offered to teachers that address problems and professional needs such as managing large classes, improving student motivation and learning new methodologies. Teachers report that this training would be even more effective if there were increased collaboration with their supervisors. The Ministry has made a major commitment to equip at least one in-service center in each of the 27 governates (districts) with a sophisticated digital video conference room that Ministry staff, in-service leaders and overseas trainers can use for meetings and professional development sessions. Learning to use these facilities interactively for teachers and by teachers has been a topic of great interest at national and international TESOL conferences. In addition, Egypt TESOL provides opportunities for teachers and supervisors to meet and discuss the needs of English learners and teachers throughout urban and rural areas around the country in face to face national conferences as well as online via their website at www.egyptesol.org.

Overseas Training Programs

Hundreds of English and other foreign language teachers along with math and science teachers go abroad to several countries each year to learn about new methodologies and technologies and to become more effective cross-cultural communicators. The Ministry of Education as well as the U.S. State Department support various programs in the United States. Since 1994, over 700 Egyptian English, math and science teachers have spent a semester at the University of Maryland, Baltimore County (UMBC) in seminars, classes, local schools and other field sites in an intensive professional and leadership development program. Participants are encouraged to return to their schools and governates as peer-leaders in cross-cultural, constructivist and communicative approaches to teaching. Programs like this are important efforts in human development, attempting to make a difference in building stronger and more positive worldviews for children internationally and linking Egyptian teachers directly with teaching colleagues in other countries.

Future Directions

Egyptian teachers are dealing with growing demands for English language instruction while at the same time becoming national, regional and global leaders in the field. They are forming a large and ever-increasing contingent at regional and international professional conferences and can be found making presentations on digital video conferencing, computer-assisted language learning, communicative classrooms, pre-service and in-service professional development programs and much more.

Egyptian English teachers face many future challenges that are shared by their colleagues around the world. They must accommodate a growing school age population but with limited national resources. They must meet the incessant demand for new educational technologies and the accompanying need for teacher training and classroom resources. There is also a demand for new teacher leadership in ongoing reform efforts. In addition, they are faced with juggling the political and pedagogical complexities of teaching English in the context of current global tensions. At a time when improved understanding seems crucial to the restoration of world peace, Egyptian English teachers have an unprecedented opportunity to continue a long history of creative leadership from one of the world's most important geographic, cultural and linguistic crossroads.

Doaa Abdul Monem participated in the University of Maryland, Baltimore County (UMBC) Egyptian Teacher Leader Program in spring 2001. She currently lives and teaches English in Alexandria, Egypt.

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Thomas Nixon's

Employment Focus

The Value of Volunteering, Part II

As mentioned in my previous column, there are many opportunities available for volunteer ESL teachers. Which particular program is the best depends on you and your needs.

WorldTeach (www.worldteach.org) is a good, if rather expensive, volunteer opportunity. WorldTeach is not for the faint of heart because all of the volunteer opportunities are in developing countries throughout Asia, Latin America, Africa and Eastern Europe. They offer programs of varying length, from a summer to an entire year. The cost for participation varies, but it ranges from $3,990 to $5,990. Scholarships are available for up to half of the cost.

The Global Volunteers Program (www.globalvolunteers.org) offers opportunities in Africa, Asia, the Caribbean, Europe, Latin America, the Pacific and the United States. They need volunteers to teach English; they offer many other jobs as well. Programs are quite short—one, two, or three weeks. The cost to participate ranges from $1,295 to $2,395 for programs outside the United States and $500 for one-week programs in the United States.

Don't forget that there are possibilities in situations that aren't specifically schools. Take, for example, Responsible Ecological Social Tours based in Thailand. REST's focus is on sustainable tourism, that is, tourism that helps the local population. REST has volunteer opportunities for English teachers and guide/interpreters. They can be contacted through e-mail at rest@asiaaccess.net.th.

What should you look for in a program? If you are required to pay a fee, make sure that you find out what the fee covers. In particular, check to see if air travel is included in the cost. If it isn't, this could seriously raise the cost of participation. Also, determine who is responsible for housing you. Is a place to stay provided or must you find your own?

Another matter of importance is the viability of the program. How long have they been providing volunteer opportunities? Certainly with the Peace Corps or WorldTeach this is not an issue, but there are many, many other programs out there. Length of operation works rather well as an indicator of viability. If a program has been in operation for less than three years, investigate carefully. This does not mean that you shouldn't choose this program, but it does mean that you should perform due diligence to determine whether your participation is a good idea.

A good resource to use in finding volunteer opportunities is www.VolunteerAbroad.com. They have a searchable database that lists many, many programs.

Tom is the co-author of Bears' Guide to the Best Education Degrees by Distance Learning *(Ten Speed Press). He can be reached at tnixon@cvip.net.*

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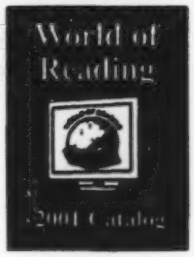

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Please take a moment to answer these questions:

1. Please indicate your specific position. (check 1)
a. ☐ teacher b. ☐ administrator
c. ☐ director z. ☐ other_____

2. What level of ESL do you work with?
a. ☐ elementary (Pre-K-6th grade)
b. ☐ middle school (7-8th grade)
c. ☐ high school (9-12th grade)
d. ☐ college/university
e. ☐ IEP/Intensive Language Center
f. ☐ adult education
g. ☐ teacher preparation

3. Do you work in a public or private institution?
a. ☐ public b. ☐ private

4. Do you purchase ESL teaching materials or services?
a. ☐ yes b. ☐ no

5. What kind of materials or services would you purchase?
a. ☐ books
b. ☐ software
c. ☐ video
d. ☐ hardware
e. ☐ audio
f. ☐ educational trips
g. ☐ travel insurance
h. ☐ map and geography materials
z. ☐ other_____

6. What dollar amount (U.S.) of ESL materials/services do you purchase each year?
a. ☐ 0-$999
b. ☐ $1000-$4,999
c. ☐ $5000-$10,000
d. ☐ Over $10,000

7. What is your highest earned academic degree?
a. ☐ Bachelors or equivalent
b. ☐ Masters or equivalent
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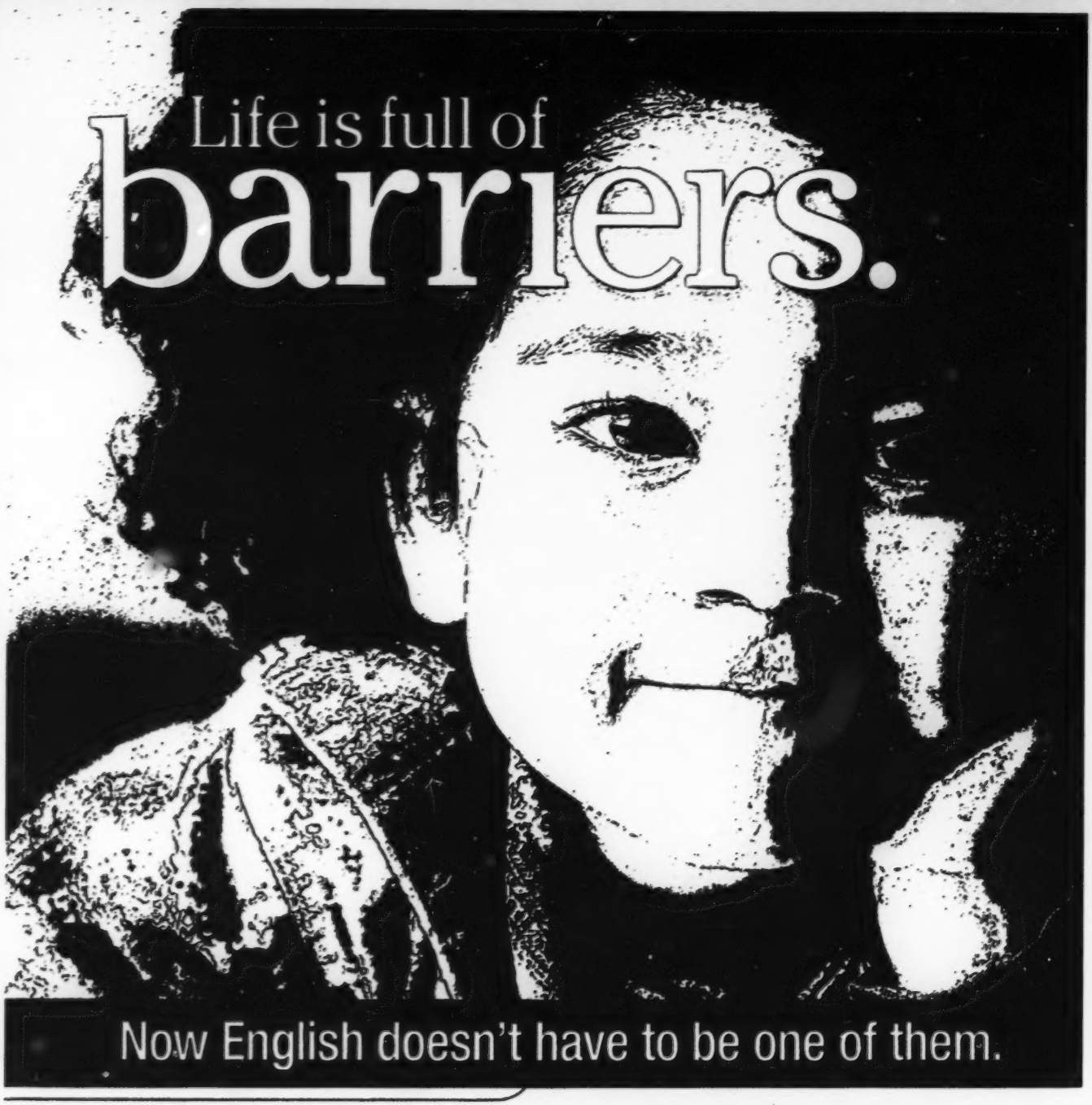

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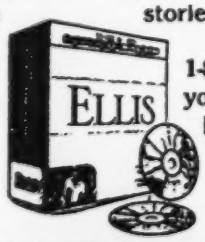

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